DOANE
UNIVERSITY

2024-2025

Graduate Catalog

College of Business
College of Education

Lincoln Campus and Online

The Doane University Undergraduate Catalog is published annually in Crete, Nebraska. Doane University reserves the right to make changes to the curriculum, course structure, course schedule, course offerings, course modality, course instructors, calendar, graduation requirements, costs, or any of its policies, procedures, and practices without notice. Doane does not guarantee any particular educational outcome. The University is not responsible for, or bound by, any typographical errors related to policies, dates, tuition, or fees that are listed within the catalog, marketing material, or on our website.

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The Doane University Catalog lists the requirements for the degrees offered by the University. Each catalog goes into effect at the beginning of the fall term of the academic year of issue. The catalog requirements are good for 10 years. Former students who wish to complete graduation requirements more than 10 years after their initial enrollment at Doane must complete all the requirements in effect at the time of their re-enrollment.

Notice of Non-Discrimination

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

Any person having inquiries concerning the University's compliance with Title VI of the Civil Rights Act 1964 or Title IX of the Education Amendments of 1972 is directed to contact Leah Cech, in the Perry Center at titleix@doane.edu or 1014 Boswell Ave., Crete, NE 68333; (402) 826-8118.

Leah has been designated by the University to coordinate the institution's efforts to comply with the regulations implementing Title VI, Title IX, and Section 504. Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, regarding the institution's compliance with the Regulations implementing Title VI, Title IX, or Section 504.

Campus Offices for Quick Reference

Crete Campus

1014 Boswell Avenue Crete, NE 68333-2430
Crete Campus toll free 1.800.333.6263
Academic Affairs Office 402.826.8221
Academic Success Center 402.826.8554
Advancement/Alumni Offices 402.826.8258
Bookstore 402.826.8288
Business Office 402.826.8200 *fax:*402.826.8600
Career, Leadership, and Service 402.826.8572
Faculty Office 402.826.8660
Financial Aid Office 402.826.8260
Help Desk (Tiger Tech) 402.826.8411
Office of International Programs 402.826.8215
Office of Strategic Communications 402.826.8294
Perkins Library 402.826.8287
President's Office 402.826.8253
Registrar's Office 402.826.8251
Service Bureau *fax:*402.826.8278

Lincoln Campus

Doane University, 303 North 52nd Street, Lincoln, NE 68504
Lincoln Switchboard 402.466.4774
Toll-free 888.803.6263
Enrollment Office 402.467.9000
Graduate Education 402.467.9077

Doane University Web site: www.doane.edu
Doane University Bookstore:
http://bookstore.doane.edu/doane
Doane University SelfService: web.doane.edu/self-service

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Introducing Doane University

History of Doane University
Doane University has occupied a distinguished place among the colleges and universities of the midwest as Nebraska's first and oldest private liberal arts and sciences school.

The history of Doane dates from 1857, when the General Association of Congregational Churches, in its first annual meeting in Fremont, Nebraska, resolved to lay the foundation of a literary institution of a high order in Nebraska. Fourteen years later, and after several unsuccessful attempts to establish Congregational schools across the state, an academy was founded in Crete on May 22, 1871.

The efforts of the local Congregational pastor and Thomas Doane, chief civil engineer for the Burlington and Missouri River Railroad, were instrumental in advancing the idea of the academy.

On July 11, 1872, Doane College was founded. The college was officially incorporated at that time as a nonprofit institution governed by an independent, self-perpetuating board of trustees. It has received continuous accreditation from the North Central Association of Colleges and Schools, now named the Higher Learning Commission, since 1913.

Doane began its work in higher education for adult and non-residential students when it offered its first professional development classes in Lincoln in 1981. The current Lincoln campus was established in 1988.

In 2016, Doane College became Doane University, reflecting its structure of multiple campuses, colleges, and the addition of online programs. No matter the changes, Doane has continued to hold on to its liberal arts origins, prioritizing teaching, research, academic study and helping students reach success in all aspects of their education.

Doane is historically affiliated with what is now called the United Church of Christ (UCC). Doane serves as the representative institution for the Nebraska, Rocky Mountain, Kansas-Oklahoma, and South Dakota conferences of the UCC. Doane, although founded by Protestants, is open to students of all religions, as well as those who profess no formal religion.

Doane University Presidents
Doane University has been led by a succession of enlightened presidents. Doane's first president, David Brainerd Perry, served from the official founding of the university in 1872 until 1912. He was followed by:

- Arthur B. Fairchild 1912-1914 (acting)
- William O. Allen 1914-1918
- John N. Bennett 1919-1925
- Edwin B. Dean 1925-1936
- Bryan S. Stoffer 1937-1942
- Bryant Drake 1942-1947
- David L. Crawford 1948-1954
- Donald M. Typer 1954-1966
- Philip R. Heckman 1967-1987
- Frederic D. Brown 1987-2005
- Jonathan M. Brand 2005-2011
- Jacque Carter 2011-2021
- Roger Hughes 2021-

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

Vision
Doane University will be a comprehensive university, recognized for innovation, valuing the liberal arts and professional studies in order to empower and prepare students for life, career, and community engagement.

Values
- **Inclusion**: Doane values creating an environment in which all individuals and communities are able to fully participate, belong and thrive in authentic ways.
- **Integrity**: Doane values ethical and principled decision-making and taking responsibility for one's actions.
- **Innovation**: Doane values forward thinking and the ability to develop and implement new or re-imagined ideas in a collaborative environment.
- **Transformation**: Doane values enhancing lives and developing potential.

Purpose
We Build Leaders

At Doane University **WE BUILD LEADERS** for success in life, communities and chosen professions through...

      L = **Learning** Developing life long learners who prioritize communication and inquiry
      E = **Equity** Valuing equity, striving to eliminate disparities and promoting accessibility
      A = **Advocacy** Empowering individuals to positively advocate for themselves and others
      D = **Diversity** **E**mbracing and supporting diversity in all its forms through an intersectional lens
      E = **Ethics** Teaching and celebrating ethical decision making grounded in integrity
      R = **Resilience** Providing the tools to persevere through adversity
      S = **Service** Cultivating empathy and compassion through ongoing acts of service

Doane University Liberal Arts Statement

At Doane, we see a liberated mind as the surest path to intellectual fulfillment and professional achievement. As such, we embrace the liberal arts as the core of our curriculum. We conceive the liberal arts to be an expansive educational approach designed to foster critical analysis of the world and self-realization of the individual. Through exposure to a liberal arts education, we expect our graduates to:

1. Collaborate and lead with imagination and humility born of understanding and appreciating multiple perspectives;
2. Continue learning and growing throughout life, becoming iteratively more refined regarding their worldview, values and vocation;
3. Navigate the complexities of contemporary society with resilience, integrity and freedom of thought;
4. Critically and effectively discuss, debate and deliberate the evolving issues of a constantly changing community, nation and world; and
5. Identify and innovate opportunities to create value in their communities and in the broader world.

Accreditation Statement

Doane University is accredited by the Higher Learning Commission (230 S. LaSalle Street, Suite 7-500, Chicago, IL, 60604-1411). HLC may be reached at 800.621.7440 or hlcommission.org.

Doane is also accredited by other standardizing agencies, including the Nebraska Coordinating Commission of Post-Secondary Education (140 N. 8th St., Suite 300, P.O. Box 95005, Lincoln, NE, 68509-5005), which can be reached at 402.471.2847.

The College of Education at Doane University is accredited by the Council for the Accreditation of Educator Preparation (1140 19th St. N.W., Suite 400, Washington, DC 20036). CAEP can be reached at 202.223.0077 or caepnet.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs.

The Master of Arts in Counseling (MAC) program is also accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), which is recognized as a standard of excellence for counseling education. CACREP can be reached at cacrep.org or by calling 703.535.5990.

The Master of Business Administration (MBA) program is accredited by the Accreditation Council for Business Schools and Programs (8101 College Blvd #100 Overland Park, KS 66210). ACBSP can be reached at (913) 339-9356.

Documentation of accreditation may be viewed upon request in the Doane University President's Office.

Licensure and Certification

Doane regularly updates program requirements in order to prepare students for licensure and certification as appropriate. In order to comply with federal disclosure requirements, up-to-date information about licensure and certification can be found on the General Licensure and Certification Disclosure page. Prospective and current students are encouraged to research the requirements in their current or intended state of residence to ensure that their intended enrollment in a program will meet the requirements of their state's licensing agency.

Assessment Statement

Doane values the participation of undergraduate and graduate students in its institution-wide program to assess student achievement. This program is part of the institution's responsibility to monitor student outcomes and assure the continuing quality of a Doane degree. Multiple strategies are used to gather information about student achievement throughout the college experience. Information collected as a part of the assessment program is used for assessment purposes only and is not used to evaluate individual performance. The university protects the confidentiality of data collected.

Doane University Memberships

- American Association of Colleges for Teacher Education
- Association of Governing Boards

- Association of Independent Liberal Arts Colleges of Teacher Education
- Council for the Advancement and Support of Education
- Council of Independent Nebraska Colleges Foundation
- Council of Independent Colleges
- Great Plains Athletic Conference
- National Association of Independent Colleges and Universities
- National Association of Intercollegiate Athletics
- Nebraska Council for Teacher Education

Graduate Study Standards

Purpose
The graduate standards are designed to set expectations of program quality while allowing flexibility for innovation and change as well as promoting relevant and effective teaching strategies.
The foundation of graduate studies at Doane is based on a practitioner/scholar model that includes:
- programs based on an awareness of and respect for information from the academy and experience from experts in the field,
- faculty and students actively involved in their educational experience,
- learning objectives met through the reciprocal exchange between theory and practice,
- content and context recognized as having both importance and relevance, and
- learning that incorporates a process of study-action-reflection.

Admission Standards
Admission standards differ by program and are approved by the faculty in accordance with discipline-specific accrediting bodies.

Faculty Standards
- Faculty hold a terminal degree or a master's degree with expertise in their area of instruction.
- Generally, graduate programs include a combination of full-time and adjunct faculty.Deans strive to have a minimum of three full-time faculty regularly teach classes in each graduate program.
- Faculty report to the Dean of the college/school where the graduate program resides. If a full-time faculty member teaches in multiple colleges/schools, then they report to their primary Dean as determined by the CAO.

Course Standards
- Course standards focus on the quality of the experience and the professional growth of the participants.
- Course standards are developed to meet the outcomes of the program. They are used singularly or in combination to establish quality, growth, and competency.

Program Standards
- In consultation with the Dean, faculty set standards of high quality for all graduate programs.
- Those standards include program outcomes that align with industry expectations and accrediting body standards.
- Programs with accrediting bodies include:
    - The College of Education is accredited by the Council for the Accreditation of Educator Preparation (CAEP).
    - The Master of Arts in Counseling (MAC) program is designed to meet CACREP standards.
    - The Master of Business Administration (MBA) program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

(*Standards approved by the Doane faculty, April 25, 1996 and revised by the Graduate Academic Affairs Committee in May, 2022*).

University Business Regulations

Business Policies

Students are not eligible to attend classes until registration has been approved by the Registrar and the Business Office. Registration may be refused to any student whose previous term account is not current. No refund of charges will be made to students suspended or dismissed from the university. Registration may be canceled for students who are delinquent in their payments.

A diploma is not issued to a student who has failed to pay off any indebtedness to Doane University.

Student Bills

Once registered, student bills are available 24/7 online through Self Service at doane.edu/self-service. Balance reminder notifications are sent to the student and authorized parties via email if a balance remains after the due date. Questions regarding the billing process or payments to the student account should be directed to student accounts personnel in the Business Office at 402.826.8250.

All charges are due and payable the first day of each term/semester. If full payment or payment arrangements have not been made, the student account will be subject to late fees and to registration holds.

Automatic deferments will be granted to students who have been awarded financial aid or have certified military benefits to cover the entire balance. However, if these benefits do not cover the balance 100%, the student is responsible for the difference by the first day of the term/semester.

Payment & Payment Options

Payments can be made by check in person at the Crete and Lincoln campuses or by mail to the Crete campus. Payments via E-checks & Debit/Credit Cards or are accepted online. Doane accepts Visa, American Express, MasterCard, and Discover for settlement of accounts with a 2.85% convenience fee.

Installment plans: Nelnet's monthly payment plan is a low-cost plan that allows for budgeting tuition and education expenses. Short-term monthly payment plans are available through Nelnet Campus Commerce with E-check, credit or debit card. Doane accepts Visa, American Express, MasterCard, and Discover for settlement of accounts with a 2.85% convenience fee. Nelnet Campus Commerce charges a $30 non-refundable enrollment fee for this service.

More information is available at https://web.doane.edu/offices-services/financial-aid/student-account-services

Employer Reimbursement: Students who wish to defer their payment in full until receiving their employer reimbursement may enroll in a deferred payment plan through Nelnet Campus Commerce. Nelnet charges a non-refundable $15 fee to defer payment in full 60 days after posting of grades. This plan is only available to Lincoln, Omaha, and Online students that receive reimbursement from their employer. Proof of employer reimbursement may be requested. Doane University has direct billing agreements with some area businesses. A complete list of these businesses is located at https://web.doane.edu/offices-services/financial-aid-office/student-accounts/employer-reimbursement-benefits. These students are not required to enroll in a deferred plan.

Refunds

If a student, who initially commits to Doane, elects not to enroll at Doane, a complete refund is made of the money paid up to that time. No interest will be credited to this refund. Registration constitutes a financial contractual agreement between Doane University and the enrollee. If a student withdraws from Doane prior to the official beginning of a term/semester, all tuition and fees are refunded. After the term/semester begins, students who withdraw are refunded a portion of tuition and fees for all courses in which the student is enrolled on or after census day. (Census day is listed on the calendar as the last day to drop.) The amount of the refund and the manner in which it is calculated depends on the student's status at Doane.

Refunds are determined by the number of days that have passed from the official beginning of the term using the following schedule:

Term Schedule

Eight Week Terms	One Week Flex
0 days-census day 100%	1 day 100%
day following census-15 days 40%	2 day 40%
After 15 days 0%	after 2nd meeting 0%

Semester Schedule - Graduate Education

Fall/Spring Semester	Summer Semester - One week Sessions
0 days-census day 100%	0% refund after first class
day following census-21 days 50%	Summer Online
22-28 days 25%	0-3 days 100%
29-35 days 10%	4-8 days 40%
	after 8 days 0%

Tuition refunds are based on the published start and end dates of a semester and not on the day the first class is held. The first class meeting may be later than the deadline for any tuition refund, depending on the Doane University calendar.

Refunds are generally based on the last documented date of attendance or the official withdrawal date. Tuition and other fees will not be refunded for students suspended or dismissed for academic or conduct reasons.

Direct deposit for student refunds
Doane encourages all students to enroll in direct deposit for their student account refunds. Students can enroll in direct deposit through their Self Service at, doane.edu/self-service. Direct deposit allows for faster deposit of your refunds without the hassle of picking up and depositing a paper check.

Student Tax Information (1098-T)
The University will generate online 1098-T statements by January 31st each year. IRS regulations do not require generation of 1098-T forms for non-degree seeking or non-resident alien status students.

Financial Aid

Applying for Financial Aid
Financial aid consists of federal grants and loans that provide funds for students to assist them in paying for educational expenses. The financial aid award year begins the autumn term and ends after the summer term (August - July).
A **new student** applying for financial aid should
1. Complete the Doane University application for admission and submit it along with the non-refundable enrollment fee.
2. Complete the Free Application for Federal Student Aid (FAFSA) online at https://studentaid.gov/h/apply-for-aid/fafsa. **Doane's Title IV code is 002544**. The application is used to determine eligibility for all federal aid. This application must be completed each school year.
3. Complete the Doane University Financial Aid Questionnaire. The site is https://web.doane.edu/financial-aid-questionnaire.
4. Be admitted into the graduate program.
5. Register for classes.

A **continuing student** applying for financial aid should
1. Complete the Renewal Free Application for Federal Student Aid (FAFSA) online at https://studentaid.gov/h/apply-for-aid/fafsa. **Doane's Title IV code is 002544**. This application must be completed annually.
2. Complete the Doane University Financial Aid Questionnaire. This can be found at https://web.doane.edu/financial-aid-questionnaire.
3. Register for classes.

Requirements and Availability of Financial Aid
All types of financial aid are normally awarded for an academic year and credited equally to each term's charges. After each term, the Financial Aid Office examines the records of students receiving financial aid to determine if they are fulfilling the necessary requirements to continue to receive federal aid.

Students receiving any additional scholarships or tuition assistance from any outside source or employer must report this resource to the Financial Aid Office or on the Financial Aid Questionnaire. All resources available must be included in the financial aid award. In some instances, it may be necessary to adjust other financial aid.

More information on financial aid can be located on the Doane University website or at https://web.doane.edu/offices-services/financial-aid/financial-aid-consumer-info.

Satisfactory Academic Progress for Title IV Federal Financial Aid
Doane University is required by federal regulations to define and monitor standards of satisfactory academic progress for students who are receiving or wish to receive Title IV Federal Financial Aid from one or more of the following programs:
1. Federal Stafford Loan
2. Federal TEACH Grant
3. Federal Graduate PLUS loans

Standards of Satisfactory Academic progress consist of two measurements:
1. Qualitative or Cumulative GPA (CGPA)- ensures the student is able to meet the minimum academic grade point average (GPA) to complete a Master's degree at Doane University and
2. Quantitative or PACE - measures the student's progress toward a degree by completing a certain percentage of attempted hours.

Each term the financial aid office reviews the academic records of all students to determine if a student is maintaining the required minimum grade point average to be eligible to receive Title IV Federal Financial Aid. For federal financial aid purposes, a student must have a CGPA of 3.0 in their program to be considered making satisfactory progress based on the number of attempted credits. In addition to the qualitative standard, a student must also meet the pace standard. This means a student must receive credit for a minimum of 75 percent of the total number of credits he/she has at- tempted as registered for at the end of census day (last day to drop).

<div align="center">The PACE Formula = Total Credit Hours Completed/Total Credit Hours Attempted</div>

Note: Transfer credits are not calculated in a student's cumulative GPA. However, transfer credits are considered as completed and attempted credits and are included in the PACE calculation.

Only credit hours passed (grades A through D and P) are considered completed credits. Grades of I and /or IP are not counted as credits earned until they are replaced by a satisfactory letter grade. Grades of I, IP, W, F, and NP are included as attempted credits in the calculation. A student should notify the financial aid office when I and IP's grades are replaced with a satisfactory letter grade so that their financial aid status can be recalculated.

Maximum Time Frame
Graduate students can receive federal financial aid for up to 133% of the published length of program or upon completion of the degree requirements, whichever is less. The published length of program is dependent upon the graduate degree program and the catalog year for which the student is following for degree requirements.

If it is determined by the university that the student is not able to complete his/her Master's degree without surpassing the maximum time frame, the student would be placed on Financial Aid Suspension. Students have the ability to appeal this and should contact the Financial Aid office for instructions if this happens.

Financial Aid Warning
Students who are not meeting either the cumulative GPA and/or the Pace requirements measurements at the end of a term are placed on Financial Aid Warning the ensuing term of enrollment. Students are eligible to receive financial aid during the Financial Aid Warning period. A graduate student receives only one Financial Aid Warning term while at Doane University. Notification is sent to the student's Doane email account of their Financial Aid Warning Status.

Financial Aid Suspension
Financial Aid Suspension occurs following the term of Warning or any subsequent term after the Warning term if the student fails to achieve the minimum CGPA for their program and/or the 75 percent completion rate. Students are not eligible to receive Title IV federal financial aid if on suspension. Notification is sent to the student's Doane email account of their Financial Aid Suspension status. Students may be able to continue taking coursework, but they are not able to receive Title IV federal aid funds and will need to pay at their own expense.

Appeals
If the student has experienced extenuating circumstances which have impeded his/her ability to make satisfactory academic progress, the student may appeal his/her suspension. The contents of the academic program are determined on a case-by-case basis dependent on the circumstances. Examples of extenuating circumstances include, but are not limited to, death of a relative, personal injury or illness of the student, family medical emergency, etc.

A student must submit their circumstances in writing by the date notated in their suspension letter. The appeal must include the following information:
1. explanation of the circumstance that prevented him/her from making satisfactory progress,
2. explanation of what has changed or been resolved for him/her to make satisfactory progress in the ensuing term and going forward, and
3. supporting documentation of the extenuating circumstance.

The appeal is considered incomplete if any of the three requirements are missing, and it will not be sent to the Financial Aid Appeal Committee for review. If the Financial Aid Appeal Committee agrees to let the student continue to receive financial aid for an additional term due to extenuating circumstances, the student will be placed on Financial Aid Probation or Financial Aid Academic Monitoring.

Financial Aid Probation/Academic Monitoring Plan
Students who are granted an appeal and placed on Financial Aid Probation can receive federal financial aid for the term for which they next enroll. However, after final grades are posted for that term of enrollment, the student must have returned to Satisfactory status. If the student fails to return to Satisfactory status, he/she is placed on Financial Aid Suspension.

Students whose appeal is granted, but it is not mathematically possible for him/her to able to return to Satisfactory status after a term of enrollment, are placed on Financial Aid Academic Monitoring Plan. The student can continue to receive federal financial aid as long as he/she is meeting terms outlined in his/her academic plan. Each term the student's academic records and file will be reviewed to determine if the conditions of the academic plan have been met. If the student completes the conditions of the academic plan, he/she can continue to receive federal financial aid for another term. The student must meet the conditions of his/her appeal until they return to Satisfactory status. A student that does not meet the conditions of their academic plan will be placed on Financial Aid Suspension.

Reinstatement
Reinstatement of Title IV federal financial aid occurs at the end of any term in which the student reaches the 75% percent completion rate and has met the required minimum GPA requirement consistent with graduation requirements. At his/her own expense, a student may take courses to attempt to regain their Title IV federal financial aid eligibility. A student who has regained their eligibility should contact the financial aid office if they wish to begin receiving Title IV federal financial aid.

Notice of Federal Student Financial Aid Penalties for Drug Violations is located on-line at https://web.doane.edu/policies-and-procedures/federal-drug-conviction.

Repeat Coursework
A student may receive financial aid for a course taken previously. The student may only receive financial aid twice for the repeated coursework.

In addition to the Title IV federal aid rules, a student is subject to Doane University's Institutional Academic Policies. A student not maintaining the minimum grade point average based on credits attempted (as referenced above) may be subject to Academic Probation and/or Academic Suspension at the end of any term if the student is not meeting the above referenced cumulative GPA requirements. The Vice President of Academic Affairs may place a student on Academic probation or Academic suspension if a student is not making satisfactory progress or is in danger of not meeting all university graduation requirements. If a student is on Academic Suspension, he/she is not allowed to enroll in classes at Doane University. Specific conditions of Academic Probation and Academic Suspension are communicated in writing to the student by the Academic Affairs office.
> Note: This policy is separate from the Federal Financial Aid Satisfactory Academic Progress Policy.

Returning Title IV Federal Aid Upon Student Withdrawal
Federal regulations require a specific calculation be used for those students who are Federal Title IV Aid recipients and withdraw from the institution prior to completing the enrollment period (term) for which they received or were eligible to receive federal aid. Federal financial aid funds are awarded to a student with the assumption that the student will complete the term for which the aid was awarded. When a student withdraws, he/she may no longer be eligible for the full amount of federal Title IV aid he/she was originally eligible to have received.
A student is considered to have withdrawn when one of the following conditions occurs:
- completely and officially withdraws from the institution before the end of the term,
- stops participating in academic related and/or attending classes before completing the term, or
- receives all failing grades for all coursed registered for at the end of the term.

The withdrawal date is considered the date the student officially notifies the school of his/her intent to withdraw. If the student did not begin the official withdrawal process, then the university uses the Last Day of participating in an Academic related activity. In the event an LDA cannot be determined, the school will use the mid-point (50%) of the term. A student who completes more than 60% of the term is considered to have earned the full amount of their scheduled financial aid award and is not subject to the calculation.

Financial aid is disbursed to the student's account after census day (last day to drop) for the term for which he/she is enrolled. Funds are earned as the term is completed. If the student withdraws or does not complete more than 60% of the term, a calculation as defined by federal regulations is used to determine the amount of aid earned versus received. If the student received less aid than he/she was eligible to receive, he/she may be eligible for additional funds. If more federal aid was received than earned, the excess amount must be returned by the school and/or student to the U.S. Department of Education.

Procedure for the Return of Title IV Funds Calculation
When a student either officially or unofficially withdraws and has not completed more than 60% of the enrollment period and has received or was eligible to receive Federal Title IV financial aid, the Financial Aid Office is required to use these steps in determining how much aid needs returned (if received too much) or offered to the student (if earned more than received):

1. **Determine How Much Title IV Aid the Student Earned**. This is calculated by dividing the number of days a student attended during the term by the number of days in the enrollment period or term. (Note: Weekends are included in the number of days; scheduled breaks of 5 days or more are excluded from the calculation.) This percentage is then multiplied by the amount of aid disbursed or that could have been disbursed to the student.

   For example, if 30% of the term was completed, the student earned 30% of the assistance he/she was scheduled to receive.

2. **Determine the amount of Title IV aid to be disbursed to the student**. If the student received less Title IV aid than earned as determined from Step One, a Post Withdrawal Disbursement (PWD) will be made. (This instance happens infrequently and is more likely that excess funds will have to be returned.)

3. **Determine the amount of Title IV aid to be returned by Doane**. Doane must return the lesser amount of the unearned Title IV aid received or the amount of the institutional charges the student incurred for the term multiplied by the percentage of aid not earned. Doane returns this money to the U.S. Department of Education and results in a repayment obligation to the student.

   Note: Institutional charges consist of tuition, fees, room and board (if contracted with with Doane), and books and supplies.

4. **Determine the amount of Unearned Title IV aid to be returned by the student**. Any federal grant aid funds that are calculated to be returned by the student will be returned by Doane in order to prevent an overpayment situation for the student. (Any amount of unearned grant aid that a student is required to return is called an overpayment.) This amount will be included in the amount billed to the student along with the amount determined in Step 3. Loan funds the student is required to return would be returned by the student in accordance with the terms of the Loan Agreement (Master Promissory Note) completed with the U.S. Department of Education.

When a Post Withdrawal Disbursement is Determined in Step 2

If the student did not receive all of the aid he/she earned, a student may be entitled to a Post-Withdrawal Disbursement (PWD). If the PWD includes loan funds, the financial aid office must obtain the student's permission to disburse the loans. A student may choose to decline some or all of the loan funds. If the PWD includes grant aid, the school can automatically use all or a portion of the grant funds for institutional charges incurred. Institutional charges consist of tuition, fees, room and board (if contracted with the university), and books and supplies. For other non-institutional charges, the university must obtain the student's permission to use the PWD grant disbursement to apply toward the student's account. If the student does not authorize the use of grant funds toward the non-institutional charges, the PWD grant aid is offered to the student. However, it may be in the student's best interest to allow the school to retain the funds to reduce the amount owed to the university. In some instances, some Title IV funds that a student was scheduled to receive my not be able to be given to the student due to other eligibility requirements.

When Unearned Aid Must be Returned as Determined in Steps 2 and/or 3

When it is determined that the school is required to return unearned funds, they are restored to the federal aid programs based on the type of aid the student received and the order in which federal regulations indicate the funds should be returned. The order in which to return is as follows:

1. Federal Direct Unsubsidized Loan
2. Federal Direct Subsidized Loan
3. Federal Direct PLUS (Parent or Graduate)
4. Federal TEACH Grant

Doane is required to return any unearned Title IV funds it is responsible for returning as soon as possible but no later than 45 days of the date the school determined the student withdrew. Doane will offer any post-withdrawal disbursement of loan funds within 30 days of that date.

Once the calculation has been completed, Doane University will notify the student in writing if the student is eligible for a Post Withdrawal disbursement or whether or not excess funds were returned to the U.S. Department of Education and instructions on how to proceed. A current Statement of Account will be included in the notification so the student is aware of his/her student account balance.

Students considering withdrawing from the institution are encouraged to contact the Financial Aid Office prior to withdrawing. Upon request, examples of calculations are available to review.

Office of Financial Aid

Lincoln/Omaha/Online/Graduate Students
CPS.FAOffice@doane.edu
402-466-4774
Fred Brown Building, 2nd floor
Hours: 10AM-6PM Mon-Th, 9AM-5PM Friday

Crete Students
FAOffice@doane.edu
402-826-8260
Padour Walker Building Room 119
Hours: 8AM-5PM Mon-Th, 8AM-4:30PM Friday
Summer Hours: 7:30AM-4:30PM Mon-Fri

University Policies and Federal Laws

Academic Dishonesty

SECTION I: Expectations of the University

Fundamental to our mission, our core values, and our reputation, Doane University adheres to high academic standards. Students of Doane University are expected to conduct themselves in a manner reflecting personal and professional integrity. Disciplinary actions may result when students whose academic behavior is not congruent with the expectations of the University. Students are responsible for adhering to the standards detailed in this policy. Not being familiar with these standards does not mean that the students will not be accountable for adherence.

SECTION II: Scope, Limitations, and Applicability

This policy is for academic integrity violations occurring in or because of academic coursework and activities associated with taking and completing courses at Doane University. The Doane University Student Handbook discusses policies and processes for non-academic offenses.

SECTION III: Violations of Academic Integrity

In general, Doane University expects that a student will
- pursue their academic endeavors with honesty,
- acknowledge and adhere to the expectations and guidelines in the syllabus,
- follow instructions for assessments as specified by the faculty member, and
- ask faculty for clarification if there are any questions.

An academic integrity violation includes, but is not limited to

A. **Falsification or Fabrication:** Making any oral or written statement, which the individual knows, or should have known, to be untrue. Falsification is the alteration of information, while fabrication is the invention or counterfeiting of information. Examples include, but are not limited to:
- Making a false statement to faculty, University employees, or fellow students.
- Submitting contrived or altered information in any academic exercise. Examples: making up data for an experiment, citing nonexistent articles, contriving reference sources.
- Giving a false excuse for missing an examination, quiz, or assignment deadline.
- Falsely claiming to have submitted a paper or assignment.

B. **Cheating**: Using or attempting to use unauthorized assistance, material, device, or a study aid in an examination or other academic work, or preventing, or attempting to prevent, another from using authorized assistance, material, or study aids. Examples include, but are not limited to:
- Using an unauthorized aid, material, electronic resource (e.g., website), or electronic device (e.g., cell phone or tablet) for an examination, quiz, or assignment.
- Copying from another student's work.
- Copying another student's answers during individual quizzes or examinations.
- Altering a graded exam and resubmitting it for a better grade without instructor authorization.
- Buying, selling, possessing, soliciting, transmitting, or using material purported to be the unreleased content of any assignment, including examinations and quizzes.
- Bribing or soliciting any person to obtain or to provide any information relating to examinations, quizzes, or other assignments outside of the bounds of the instructions for the assessment.
- Acting as a substitute for another person during an examination or other assessment.

C. **Collusion and/or Complicity**: Collaborating with one or more individuals without instructor approval, on any examination, quiz, computer or laboratory work, or any other assignment or assessment. Collusion includes exchanging or facilitating the exchange of materials or ideas verbally or non-verbally. Complicity includes helping or attempting to help another student to commit an act of academic dishonesty.

D. **Plagiarism**: Using the ideas, data, presentation, or language of another without specific or proper acknowledgment in academic work. Examples include, but are not limited to:
- Quoting word-for-word from a source without using quotation marks and appropriate citation.
- Summarizing and paraphrasing ideas without acknowledging the source.
- Submitting a paper that was not authored by the student taking the course (e.g., written by another person, paper obtained from a commercial source).
- Failing to verbally acknowledge one or more sources during an oral presentation.

E. **Multiple Submissions**: Submitting, without prior permission, academic work that has been previously submitted in identical or similar form to fulfill another academic requirement without instructor authorization. Examples include, but are not limited to, submitting the same paper for credit in two different courses.

SECTION IV: Reporting of Violations

Faculty are expected to follow the process for reporting academic integrity violations in order to maintain the expectations of the University. The protocol for faculty to report all violations allows the University to maintain a record and documentation of all incidents in a student's file. A faculty member may be unaware that a student has had a prior violation and that a new violation would require additional reviews and/or consequences. Students and faculty are prohibited from proposing and/or entering into an arrangement with an instructor to receive a grade of "F" or any other reduction in grade in a course or on an academic exercise in lieu of being charged with a violation of the academic integrity policy. Additionally, a student is not permitted to drop the course as a means to avoid being charged with a violation. Students are encouraged to report suspected or known violations of academic integrity to appropriate faculty, staff, or administrators.

SECTION V: Consequences for an Academic Integrity Violation

Possible consequences for an academic integrity violation include, but are not limited to:

Course-Level Consequences (one or more to be specified by the faculty member of the course):
- Warning on academic integrity and what constitutes a violation
- Requiring the student to redo the assignment or examination
- Lowering the student's grade for the assignment or examination
- Assigning a zero or failing grade for the assignment or examination
- Lowering the student's grade for the course
- Assigning the student a failing grade for the course
- Referral to academic support office for assistance with academic needs
- Referral to Academic Integrity Subcommittee for additional review

University-Level Consequences *(to be specified by the Academic Integrity Committee or the Appeal Committee)*:
- Suspension from a program or the University
- Dismissal from a program or the University

SECTION VI: Academic Integrity Process

NOTE: The specified timeline for actions and decisions can potentially be lengthened due to circumstances (e.g. school breaks, unavailability of individuals), though those involved should seek to resolve the issue in a timely manner, and communicate and agree upon any changes to the timeline as soon as possible.

STEP 1: Identification of Violation.
The faculty member identifies an alleged academic integrity violation.

STEP 2: Reporting a Violation.
1. The faculty member contacts the student in a timely manner regarding the alleged violation to request a discussion with the student (in person or via technology). For purposes of this process, the day when the faculty member contacts the student is considered Day One. The discussion between the student and faculty should take place within five (5) business days of the faculty member identifying an alleged violation.
2. The student has two (2) business days to provide the faculty member with his or her own written summary detailing the incident, to provide any relevant documentation or evidence, and to describe any related circumstances. The student can submit this material using the following online form: http://bit.ly/DU-integrity-student. If the student chooses to not have a discussion with the faculty member and/or does not provide a written explanation, the faculty member should move forward with the process and note that the student did not participate.
3. The faculty member has up to three (3) business days to render a decision:
   - **A violation** did not **occur.** The process ends and no details are recorded or submitted.
   - **A violation** did **occur.** The faculty member is encouraged to consult with his or her relevant administrator for the course (e.g., Department Chair, Division Chair, Program Director, or Dean) to discuss the violation and proposed Course Level consequence(s). The faculty member must specify a consequence(s) and submit all relevant documentation and actions to the Registrar's Office using an online form: http://bit.ly/DU-integrity. As part of the submission form, a faculty member can indicate if the issue is egregious and should be forwarded to the Academic Integrity Subcommittee for additional review. The Registrar's office will forward a copy of the completed Academic Integrity submission to the respective Dean of the course.
4. The faculty member has one (1) business day to notify the student of his or her decision and the Course Level consequence(s), if applicable.

STEP 3: Documentation
1. The Registrar's Office will review the Academic Integrity Violation submission. If it is the first violation for a student and the faculty member did not recommend that it be forwarded to the Academic Integrity Subcommittee, the Registrar's Office will record the incident in the student's file.
2. If the student disagrees with the faculty member's decision, within two (2) business days of being notified by the faculty member, the student must submit a disagreement letter to the Academic Integrity Subcommittee outlining their disagreement with the alleged violation and/or disagreement with the consequence(s). The student must address the

letter to the Academic Integrity Committee and submit it to the Registrar's Office (registraroffice@doane.edu). The disagreement letter must include discussion of any evidence or additional circumstances.

3. The Registrar will forward the incident to the faculty Academic Integrity Subcommittee if any of the following exists:
   - The student has a prior academic integrity violation.
   - The student submits a disagreement letter as to whether a violation occurred and/or disagrees with the consequence(s).
   - The faculty member recommends that the violation be forwarded to the Academic Integrity subcommittee.
4. The Registrar's Office will notify the student either that the violation has been recorded in his or her academic file or that it will be reviewed by the Academic Integrity Subcommittee.

STEP 4: Academic Integrity Subcommittee Deliberation
1. The Academic Integrity Subcommittee will deliberate regarding academic integrity violation cases that have been submitted to the committee for a decision. The Academic Integrity Subcommittee will perform due diligence in reviewing a violation. As part of the review, the committee will review all relevant documentation and may consult with relevant involved parties such as students, faculty, staff, or administrators for information, guidance, and/or clarification. The committee will determine:
   - Whether an academic integrity violation occurred and/or
   - What type of academic integrity violation occurred.
2. After determination of a violation, the Academic Integrity Subcommittee will make a determination to support the proposed Course Level consequence(s) or determine different Course Level consequence(s) to ensure consistency across the University and/or impose a University Level consequence(s) for the violation, taking into consideration the decision of the faculty member and the prior academic integrity violations of the student.
3. The majority decision of the Academic Integrity Subcommittee will be shared with the Registrar's Office. Within two (2) business days, the Registrar's Office will communicate the decision to the student, the faculty member, and the respective Dean of the course.

STEP 5: Appeal Process
1. A student has the right to appeal the Academic Integrity Subcommittee decision. Within five (5) business days of being notified by the Registrar's Office of the Academic Integrity Subcommittee decision, a student can submit a written appeal to the respective Dean of the course that must address one or both of the following issues for appeal:
   - new evidence that was not reviewed by the Academic Integrity Subcommittee and/or
   - any evidence that the review process was improper or unfair.
2. An appeal letter that does not clearly identify one or both of the issues listed above shall be dismissed without further consideration. The respective Dean of the course will make an initial assessment of a valid appeal after reviewing the incident file provided by the Registrar's Office and, if necessary, by communicating with relevant parties such as staff or administrators.
   - For a valid appeal request, the respective Dean of the course, will schedule a meeting of an Appeal Committee within ten (10) days consisting of:
     - Chief Academic Officer (or designee), who will serve as chair
     - Dean (or administrative designee) of each College
     - Two full-time faculty members appointed by the Faculty Council who teach outside of the department of the student, have had minimal academic interaction with the student, and who have been at the Doane University at least one year; and
     - Registrar (or designee).

   The Registrar and respective Dean of the course can be participants in the discussions but will be non-voting members in determining a course of action. All members or their designees must participate for deliberation and decision.
3. The Appeal Committee will perform due diligence in reviewing an incident. As part of the due diligence, the Committee will review all relevant documentation and may consult with relevant involved parties such as students, faculty, Academic Integrity Subcommittee, staff, or administrators for information, guidance, and/or clarification. The Committee will review the prior decisions for consequence(s) by the faculty member and by the Academic Integrity Subcommittee, as well as review the history in the student's file.
4. The Appeal Committee will make a determination to support the consequence(s) or determine different Course Level consequence(s) to ensure consistency across the University or impose a University Level consequence(s) for the violation.
5. A majority decision by the Appeal Committee is final and ends the appeal process for an academic integrity violation.
6. Within two (2) business days, the Registrar's office will communicate the majority decision of the Appeal Committee to the student, the faculty member, and the Academic Integrity Subcommittee.

The policy is based off of similar academic integrity policies developed by Nebraska Methodist College and University of Nebraska-Lincoln.

Academic Grievance Policy

The grievance process for an academic concern provides an impartial review of an academic conflict or issue to ensure that the rights of a student are properly recognized and protected. No adverse action will be taken against a student who chooses to utilize this process.

This process is to be used for instances in which a student has an academic concern regarding a decision perceived to be arbitrary, capricious, or applied unequally and impacts the student's academic progression.

Separate policies and processes are in place for the following: Grade Appeal Process, Violence & Unacceptable Behavior Policy, Sexual Assault and Rape Policy, Bias/Hate Incident Policy, Anti-Harassment Policy, and ADA Grievance Procedure.
Valid reasons for initiating the grievance process include, but are not limited to,
- a failure to follow published course, program, or University policies,
- a lack of consistency within the student's course section, or
- a decision that was motivated by ill will.

The following are NOT valid reasons for initiating the grievance process: (i) a disagreement with the application of course policies and/or grading standards, (ii) the requirements or examination standards of an academic program, (iii) issues regarding program accreditation requirements, (iv) concerns over professionally acceptable teaching approaches, (v) differing personalities, and (vi) differences in classroom policies or grading schemes in different courses or between different sections of the same course. The grievance process should not be initiated simply due to its impact on a student's academic progress and standing, ability to receive or maintain a scholarship or monetary award, ability to maintain recognition of distinction, or eligibility for a club or organization.

The academic grievance process for an academic concern must be initiated no later than one (1) month from the occurrence of the concern. A student is encouraged to talk with their advisor, the Assistant Dean for Academic Affairs (Crete-campus), or Program Director/Academic Advisor (Lincoln and Omaha campus locations) to offer an assessment of the concern and to clarify the steps of the grievance process.

Grievance Steps

STEP 1: A student is encouraged to pursue a good-faith attempt at informally resolving the academic concern. The student will communicate the concern to the involved individual (e.g., faculty member, program director, or Dean) to find a solution. If needed, the student can contact the Office of Academic Affairs (Crete-campus) or the Program Director/Academic Advisor (Lincoln and Omaha campus locations) for assistance in contacting the individual. A student may be requested to put their concern and request in writing. Within five (5) working days from the time the student raises the concern, the involved individual will evaluate the concern, render a decision or response, and notify the student. As part of their evaluation, the involved individual may schedule a follow-up conversation with the student and may consult University faculty, staff, or administrators for clarification and/or guidance. If the involved individual does not act on or resolve the concern to the reasonable satisfaction of the student, the student can initiate STEP 2 of the grievance process.

STEP 2: Within five (5) working days of the student being notified by the involved individual of their decision or response, the student writes a notification letter specifying the following:
- a statement of facts as the student perceives them, citing specific instances where, in the student's opinion, policies and procedures were violated or were unfairly applied;
- a summary of the outcome from STEP 1;
- the remedy sought by the student; and
- the best method to communicate with the student (phone, e-mail, etc.).

The student is encouraged to seek guidance from an Appeal Advisor in regards to their concern and the development of this letter. The Office of Academic Affairs can provide the name of an Appeal Advisor.

The student provides their notification letter to the supervisor of the involved individual (e.g., an issue regarding a faculty member would go to the respective department chair, program director, or dean). The Appeal Advisor or the Office of Academic Affairs can offer clarification on the appropriate supervisor. Within ten (10) working days from receipt of the letter, the supervisor will evaluate the concern, render a decision or response, and notify the student. As part of their evaluation, the supervisor may schedule a conversation with the student and may consult University faculty, staff, or administrators for clarification and/or guidance. If the supervisor does not act on or resolve the concern to the reasonable satisfaction of the student, within ten (10) days of being notified of the decision, the student can initiate STEP 3 of the grievance process.

STEP 3: The student provides their notification letter to the appropriate Dean. A student can contact an Appeal Advisor or the Office of Academic Affairs for clarification on the appropriate Dean for the issue. If the Dean was the supervisor in STEP 2, the student can initiate STEP 4. Within ten (10) working days of receipt of the letter, the Dean will evaluate the concern, render a decision or response, and notify the student. As part of their evaluation, the Dean may schedule a conversation with the student

and may consult University faculty, staff, or administrators for clarification and/or guidance. If the Academic Dean does not act on or resolve the concern to the reasonable satisfaction of the student, within ten (10) days of being notified of the decision, the student can initiate STEP 4 of the grievance process.

STEP 4: The student can submit a written appeal to the Office of Academic Affairs. In the appeal, the student provides their prior notification letter and also addresses one or both of the following issues for appeal:
- new evidence that was not reviewed in prior steps and/or
- any evidence that the review process was improper or unfair.

An appeal that does not clearly identify one or both of the issues listed above shall be dismissed without further consideration. The Provost will make an initial assessment of an appeal after reviewing the incident file and, if necessary, by communicating with relevant parties such as staff or administrators. For a valid appeal request, the Office of Academic Affairs will convene an Appeal Committee consisting of
- Chief Academic Officer (or designee), will serve as Chair,
- Dean (or administrative designee) of each of the colleges, and
- two full-time faculty members appointed by the Faculty Council who teach outside of the department of the student, have had minimal academic interaction with the student, and have been at Doane University for at least one year.

The Dean from STEP 3 can participate in the discussions but will be a non-voting member in determining a course of action. As part of the evaluation, the committee may schedule a conversation with the student and may consult other University faculty, staff, or administrators for guidance and/or clarification. A majority decision by the ad-hoc committee is final and ends the appeal process for an academic grievance. Once a decision is rendered, the student will be notified.

Access/Services for Students with Disabilities

The Rehabilitation Act of 1973 (section 504) and the Americans with Disability Act (ADA) provide that "no otherwise qualified disabled individual in the United States... shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance." This regulation requires that Doane programs be accessible to the disabled, but it does not require that every building or part of a building be accessible. Thus, it may be necessary to reschedule classes to accessible classrooms or take other steps to open some of the programs to students with mobility impairments.

There is no Special Education at the college level. Educational rights covered by IDEA (Individuals with Disabilities Act) do not apply to postsecondary education. Colleges must comply with ADA (Americans with Disabilities Act), Section 504 of the Rehabilitation Act and the Civil Rights Restoration Act. College students have civil rights, but no "education" rights.

Postsecondary institutions are required to:
- Make all programs and services physically accessible to all students
- Provide auxiliary aids, notetakers, and appropriate equipment to ensure the participation of students with disabilities in college classes and activities
- Accommodate the academic participation of qualified students with disabilities in college classes and activities

Postsecondary institutions are not required to:
- Provide specific auxiliary aids as long as the college provides a method of assistance that allows equal opportunity
- Provide academic modifications if these modifications would fundamentally alter the nature of the course or program or place undue burden on the institution
- Lower admission criteria for applicants with disabilities
- Diagnose a disability or conduct testing and assessment of learning difficulties, physical, or mental impairments
- Provide personal attendants
- Provide personal or private tutors
- Prepare "Individualized Education Programs" (IEP's)
  1. Students interested in services for a diagnosed disability should notify the university of any special circumstances that would affect their ability to compete equally in the university environment. To assist the university in providing services, documentation of such disabilities must be provided by qualified professionals upon request, unless the disability is easily discernible by university personnel.
  2. While students are encouraged to self-identify at the earliest possible time, they can access services at any time by initiating the process and contacting the ADA Director for the university.
  3. To initiate this process, students are encouraged to contact the ADA Director.

For further information, refer to Federal Disclosure Information. See Student Handbook for grievance procedure.

Access to University Records FERPA

The Family Educational Rights and Privacy Acts of 1974 is designed to protect the confidentiality of students' educational records and to give students access to their records to assure accuracy. FERPA outlines four rights with respect to students Education Records. They are

1. **Access to Education Records:** Students have the right to inspect and review their Education Records within 45 days of the day the University receives a written request for access, anytime after their matriculation.
2. **Request for Amendment of Education Records:** Students have the right to request amendment of Education Records if they believe the records are inaccurate, misleading, or in violation of their privacy rights.
3. **Disclosure of Education Records:** This right protects confidentiality of student records and requires the student's signature to release academic records, such as transcripts. Some exceptions exist such as school officials who've been determined to have a legitimate educational interest, or information determined to be directory information. Examples of directory information include: name, addresses, email, telephone numbers, major and/or minor fields of study, degree sought, expected date of completion of degree requirements and graduation, degrees conferred, awards and honors (e.g. Dean's list), full or part time enrollment status, dates of attendance, or photograph.
4. **Compliance:** Students have the right to submit complaints concerning the University's compliance with the requirement of FERPA to the Family Policy Compliance Office, U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Ave., S.W., Washington, DC 20202-8520. Students may obtain a complaint form at https://studentprivacy.ed.gov/file-a-complaint.

For more information on FERPA, or to view the entire FERPA policy, please visit the Registrar's web page or office.

Anti-harassment Policy

A fundamental policy of the university is that employees and students at the university should be able to work and study at the university in an environment free of discrimination and any form of harassment based on race, color, religion, age, sex, pregnancy, national origin, handicap, or marital status. To further this fundamental policy, the university prohibits the harassment of any student and the prohibition extends to harassment based on race, color, religion, age, sex, pregnancy, national origin, handicap, or marital status. Harassment is counterproductive to the university's goals and will not be tolerated. Such behavior is unacceptable because it is a form of unprofessional behavior threatening the academic freedom and personal integrity of others. Failure to follow this policy will result in disciplinary action up to and including suspension.

The type of harassment that is prohibited may take many forms and includes, without limitation, verbal harassment (derogatory comments and/or slurs), physical harassment (assault or physical interference), visual harassment (posters, cartoons, drawings), use of the Internet or email to harass or embarrass, and innuendo or false rumors. Further, harassment includes conduct that has the purpose or effect of unreasonably interfering with a student's academic performance or creating an intimidating, hostile, or offensive academic environment. Harassment is prohibited both during normal work or school hours and outside the normal school hours if such harassment is determined by the university to affect the normal student/faculty/staff relationships.

Harassment can take a number of forms, but of particular concern is sexual harassment, which is a violation of state and federal law. It includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, and other verbal or physical conduct, or visual forms of harassment of a sexual nature.

Harassment includes, but is not limited to, the following forms:

- Unwelcome or unwanted advances, including sexual advances. This means patting, pinching, brushing up against, hugging, cornering, kissing, fondling, or any other similar physical contact.
- Unwelcome requests or demands for favors, including sexual favors. This includes subtle or blatant expectations, pressures, or requests for any type of favor, including a sexual favor, whether or not it is accompanied by an implied or stated promise of preferential treatment or negative consequences concerning academic or employment status.
- Verbal abuse or kidding that is oriented toward a prohibited form of harassment, including that which is sex-oriented and considered unwelcome. This includes offensive comments which harass an individual based upon their sex, race, age, national origin, disability, or marital status; telling "dirty jokes" that are inappropriate and considered offensive; or any tasteless, sexually-oriented comments, innuendoes, or actions that offend.
- Creating an academic environment that is intimidating, hostile, abusive, or offensive because of unwelcome or unwanted conversations, suggestions, requests, demands, physical contacts, or attentions, whether sexually-oriented or otherwise related to a prohibited form of harassment.

The university's concern is to provide an academic environment that is comfortable for students, advisors, and staff; conducive to the academic enterprise; and free from this type of behavior. This policy is written to be sure that everyone understands our intent to provide an academic environment free of harassment.

Obviously, the university cannot prevent violations of this policy unless such behavior is observed or the university is told of the violations. Any complaints will be kept confidential, and any person can be assured that they will not suffer negative consequences as a result of bringing their concerns to the university's attention. Failure of any person involved in the investigation of a harassment complaint to keep the complaint confidential shall be a separate violation of this policy. A separate violation shall also

occur if any retaliatory action is taken against or directed at any person who has made a harassment complaint. Violations will result in disciplinary action. The university reserves the right to provide information regarding any harassment complaint or retaliatory conduct to the necessary legal authorities if the university, in its sole discretion, believes illegal conduct has occurred.

Consensual amorous relationships between faculty and students are also considered unethical under this policy because of the inherently asymmetrical nature of the relationship between students and faculty. Due to the possibility of abuse of power, or the appearance of such abuse, faculty are warned that any romantic involvement with a student makes them liable to formal disciplinary action if a complaint is initiated by the student.

Faculty may not participate in activities or decisions that may reward or penalize a student with whom the faculty member has or has had a consensual amorous relationship. Any person may file a complaint regarding a violation of this rule.

Procedures Regarding Complaints of Harassment

Definition of Terms
> *Complainant* means a person who alleges harassment.
> *Respondent* means a person against whom harassment is alleged.

An individual who feels they have been the object of harassment should so advise the dean OR has the option of reporting harassment to an advisor. The complainant has the option to specify that the administrator receiving the complaint select a neutral party as the investigator.

The following procedures will be adhered to:
- The person bringing the complaint will suffer no retaliation.
- Complainants charging harassment must file a formal written complaint within thirty (30) calendar days of the alleged act of sexual harassment to the appropriate personnel specified above.
- Investigation of the complaint will be conducted promptly and will be completed within thirty (30) days of the filing of the complaint.
- The identity of all parties involved and all material gathered will be treated as confidential information.
- If any other faculty or administrator is contacted by a complainant, such faculty or administrator shall advise the complainant to notify the appointed investigator. The contacted faculty or administrator shall take no action with regard to this matter.

Informal Investigation Procedures

After the formal written complaint has been received, the investigator will
1. Meet with the complainant to determine the nature and extent of the alleged incident. A record of information furnished by the complainant shall be made.
2. Meet with the person accused of harassment and inform them that a complaint of harassment has been made against them. A record of information furnished by the person accused of harassment shall be made.
3. Meet with witnesses, if any, and record the information gathered.
4. Determine if the educational or work situation of the complainant is threatened and, if so, take appropriate corrective measures.
5. Conclude the informal investigation in a period not to exceed thirty (30) days, with one of the following findings:
    a. Resolve the matter to the satisfaction of both the complainant and the person accused of harassment, including appropriate disciplinary action if deemed necessary. The goal of all preliminary discussions is mediation, conciliation, and correction.
    b. Find that the parties are unable to resolve the matter informally, in which case the investigator shall decide whether the complaint should be pursued through the formal procedure process or be dealt with by appropriate administrative action.
6. Both the complainant and respondent may appeal the informal resolution decision of the investigator through the formal procedure process.
7. If no formal procedure or appeal procedure takes place, all records of the informal procedure shall be kept in a confidential file in the office of the central administration.

Formal Procedure/Appeal Procedure

Hearing Panel Formation
If the investigator finds that the complaint should be adjudicated through a formal procedure because the informal resolution was impossible or if either the complainant or respondent appeals the investigator's informal resolution, such complaining or appealing party shall file a complaint or appeal with the President. In this event, the following procedures will apply
- A formal hearing panel shall be convened of the various constituencies of the university (faculty, administrative staff, support staff, and students) to include an appropriate combination of faculty, staff, and/or students.
- The Provost shall chair the hearing and select the panel, conferring with appropriate deans/vice presidents/directors.

The Hearing Panel may consist of
a. a combination of two/three faculty members to represent the faculty,
b. two/three administrative staff to represent the administrative staff,

c. two/three support staff employees to represent the support staff, and
d. two/three student leaders to represent the student body.

Both the complainant and the respondent may challenge the participation of any member of the formal hearing panel. If a challenge is granted by the chair, substitutes will be selected by the chair as long as the composition includes equal membership of each group represented in the case.

The purpose of the hearing will be to hear the evidence that had been presented and uphold or recommend a change in the disposition of the complaint. New evidence may be introduced at this time. The complainant and respondent will both be present for the hearing.

Hearing Panel Procedures
The Hearing Panel shall observe the following guidelines:
- An opening statement by the chair regarding the nature of the case, the identification of the parties involved, and the nature of the allegations.
- The sequence of presentation of evidence:
  1. Complainant presents evidence.
  2. Respondent presents evidence.
  3. Complainant presents rebuttal evidence.
  4. Respondent presents rebuttal evidence.
  5. The investigating administrator presents additional evidence that was accumulated during the initial investigation of the incident.
- Closing statements

Hearing Panel Decision
The Hearing Panel shall determine, by majority vote, if a violation of the Harassment Policy occurred and the appropriateness of the disciplinary action. The chairperson of the Hearing Committee shall forward the Committee's written recommendation to the complainant and the respondent.

Final Appeal
Because of the nature of harassment and because it affects everyone connected with the university, the formal/appeal procedures are designed specifically for cases involving harassment. Both complainant and respondent may appeal the decision of the Formal Procedure/Appeal Procedure Hearing Panel to the university President. The President's decision is final.

Confidentiality
All communications from the time the complaint is filed will be confidential. All of the members of the hearing panel are required to refrain from discussing the contents of the case with anyone. The confidentiality of the proceedings is of the utmost importance to all of the parties involved.

Information about harassment cases will not be released publicly unless it is deemed necessary and approved by the President to prevent alarm among university employees and students and the external public (i.e., prospective students and parents). If information about a case is released, the names of all parties involved will remain confidential.

Withdrawal of the Complaint
The complainant may withdraw their complaint at any time during the procedures. If the complaint is withdrawn prior to final resolution, all records of the investigation and proceedings will be kept in a confidential file in the office of the appropriate administrators and there will be no notation of the incident on either party's educational or employment records.

State Authorization Reciprocity Agreement (SARA)

The State Authorization and Reciprocity Agreement is an agreement among member states, districts, and territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. Nebraska is a member of SARA, and Doane University is a participating institution in SARA.

Complaints can be sent to SARA@doane.edu. In the event that a complaint cannot be resolved at the University level, a student may contact the Nebraska State portal agency.

> State Portal Agency Contact
> Kathleen L. Fimple, Ph.D., Acad. Program Officer
> Nebraska Coordinating Commission for Postsecondary Ed.
> P.O. Box 95005
> Lincoln, NE 68509-5005
> 1.402.471.0030
> kathleen.fimple@nebraska.gov

If you are not a resident of the State of Nebraska, you have the option of filing a complaint with your state licensing authority or with the Higher Learning Commission.

Title IX Policy Statement

Doane University is committed to providing a safe and non-discriminatory learning, living, and working environment for all members of the University community that is free of all forms of discrimination and harassment, including sexual harassment, sexual assault, domestic violence, dating violence, and stalking. The University's Title IX Policy addresses our responsibilities under Title IX, the Violence Against Women Reauthorization Act of 2013, and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act ("Clery Act").

Person(s) wishing to bring a complaint involving any prohibited conduct noted above may contact Anne Ziola, Director of Human Resources at anne.ziola@doane.edu or 1014 Boswell Ave., Crete, NE 68333, **(402) 826-6795**; the Title IX Coordinator at titleix@doane.edu, or to the **Director of the Office for Civil Rights**, Department of Health, Education, and Welfare, Washington, D.C., 20202.

Information Technology Acceptable Use Policies

The use of information technology and resources is restricted to academic, educational, research, and/or administrative purposes. These resources may not be used for commercial, personal, political, or business income purposes unless specifically authorized for such use.

Any use of information technology or resources must not violate any U.S. or state laws or any software license and/or purchase agreements. Users of "outside" facilities such as libraries, Internet, or other electronic communication facilities must also comply with the acceptable practices and restrictions established by those facilities.

Individuals may not use institutional resources without proper authorization from the assigned user (custodian) of the resource. Individuals may not use another user's computer account or user-ID or change another user's password without prior permission from the custodian of the resource. Sharing computer accounts and/or access to resources assigned to users is strongly discouraged.

Users of information technology are responsible for their use of computer hardware, software, accounts, user-IDs, and passwords. Users are responsible for all resources assigned to them even if another person was using them. Information resources should only be used for their intended purpose; e.g., a class account must only be used to support the course for which it was created.

Users must not access, copy, view, or change private files without authorization. Users may not change, create, or delete public files or directories without proper authorization. Users do not have the right to create or receive unauthorized copies of software. Users must not attempt to modify software, data, or systems in any unauthorized manner.

Information technology and resources must not be used to make unauthorized entry into other communications, computational, or informational devices or resources. Accessing restricted databases requires prior authorization.

Users must not misuse or abuse any information resources. Information technology and resources must not be used to disrupt or interfere with other users, services, or equipment. This includes, but is not limited to, threatening or harassing others, propagation of viruses or worms, posting or mailing obscene materials, distribution of unsolicited advertising, and random mailing of messages.

No equipment, supplies, software, or manuals may be removed from computing sites without proper authorization.

Violations of Doane's acceptable use policy are subject to action by the university and may be referred to the appropriate authorities. Violators may be billed for unethical or illegal use of information technology and may be dismissed, suspended, expelled, and/or legally prosecuted.

Doane's in-depth policy on technology use is available upon request.

Verification of Student Identity

To meet federal guidelines, Doane requires all electronic coursework be submitted through Canvas or Doane email. Canvas requires students to login each time using their Doane login id and password. All coursework email correspondence is done using Doane assigned email accounts. When student accounts are set up, the student gets contacted to set up their challenge questions and password at our password service portal. Students can change their password via the web at any time to maintain their security.

Student Conduct

Students may be referred to the dean for evaluation when questions are raised about their academic, professional, or personal performance. These include students' demonstrated knowledge, interpersonal skills, personal and professional attitudes, and professional character. Students may come to the attention of the dean through advisors and/or faculty members. Reasons for referral to the dean for disciplinary action include, but are not limited to,

1. academic standing, and
2. demonstrating personal unsuitability for the program.

After the evaluation process that may include reviewing records and relevant information, meeting with students, and/or consulting with students' advisors, the dean may recommend intervention and/or impose sanctions. Possible interventions and sanctions include, but are not limited to, developing a plan for remedial work, placing students on probation, or dismissing students. Students shall agree in writing to the recommendation(s) of the dean within 15 days after being notified of the dean's decision or be subject to further action.

The dean's decision regarding discipline generally may not be appealed. However, under a limited criteria set forth in the grievance procedures, students may request formal grievance hearings by the Graduate Academic Affairs committee or the Chief Academic Officer.

Military and Veteran Students

Admission of Veterans of Military Service

Doane University's degree programs are approved by the Veterans Administration for veterans and other persons eligible for VA benefits. Doane also participates in the Yellow Ribbon program.

Business Policies

Doane University will not impose any penalty (including the assessment of late fees); deny access to classes, libraries, or other institutional facilities; or require the student to borrow additional funds because of the student's inability to meet their financial obligations to Doane due to the delayed disbursement of funding from the Department of Veterans Affairs under chapter 31 or 33. Automatic deferments will be granted to students who have been awarded financial aid or have certified military benefits to cover the entire balance. However, if these benefits do not cover the balance 100%, the student is responsible for the difference by the first day of the term/semester.

Yellow Ribbon Policy

The Post-9/11 GI Bill® can cover all in-state tuition and fees at public degree granting schools, but may not cover all private degree granting schools and out-of-state tuition. The Yellow Ribbon Program provides additional support in those situations, but only to those who qualify. Institutions voluntarily enter into an agreement with the Veterans Administration to help fund uncovered charges depending on what stipulations that institutions has placed. Each institution will have their own policy regarding who qualifies for the Yellow Ribbon funding and how much will be funded.

Doane University will match Yellow Ribbon funds with the VA for only those students who are degree seeking at our institution. Any student considered a non-degree seeking student does not qualify to receive Yellow Ribbon funds from Doane University.

Academic Policies & Procedures

Veteran Enrollment

Doane adhere's to the Veteran Affairs (VA) Principles of Excellence Program guidelines. Doane's accrediting body, the Higher Learning Commission (HLC) reviews and approves all new degrees and majors, as well as changes that modify at least 25% of the

degree. Doane submits a course schedule to the Nebraska Department of Education every term for approval. Details for programs/majors with specialized accreditation can be found on the Doane web page under *Disclosures*.

Students enroll themselves in courses each term through doane.edu/self-service. Students are not automatically registered in courses and/or programs. Upon the students registration, Doane submits enrollment verification twice each term, once before and once after census day, to the Veterans' administration. After this submission, benefits can be received. Any change in enrollment (dropping or adding hours) **must be** reported to the VA. It is the student's responsibility to notify Doane's School Certifying Official of any change in enrollment.

Doane's Director of Veteran/Military Student Services, Daniel Dibbern (veterans@doane.edu), is the veteran/military student point of contact for student who need additional assistance. Doane offers all students, including veteran/military students, assistance with Academic Counseling, Financial Counseling, and Disability Counseling upon request.

Military Transfer/Activation Policy

In the event a student is called to active state or federal military duty during the term in which the student is currently enrolled at Doane, the following options are available to the student:

- Request complete withdrawal from courses in which enrolled. A full refund of tuition and fees will be determined on a case-by-case basis.
  - The student should be advised on the impact a complete withdrawal from all courses could have if they are using Educational benefits*.
- Remain enrolled in courses in order to complete coursework online of independent study by the end of the term. Students must discuss with and receive approval from all instructors to ensure this is possible.
- Remain enrolled in courses and work with faculty to be assigned Incomplete grades that will be completed within one year from the end of the term. At least 75% of coursework must be completed in order to be eligible for an Incomplete grade. Students must discuss with and receive approval from all instructors for this option.

Students are advised to provide a copy of their activation orders or letter from the commander outlining the required military duty to the Registrar's Office or Veteran/Military Student Services prior to the last day of the term.

Students who withdraw from Doane University to serve in any branch of the United States Armed Forces will be readmitted under the same standing as when they withdrew from Doane.

Department of Veterans Affairs Education Benefits:
If you are a student who uses Department of Veterans Affairs education benefits and you drop or withdraw from any or all classes, you may potentially incur a debt.

Department of Defense Active Duty Military Tuition Assistance:
If you are a student who uses Department of Defense Active Duty Military Tuition Assistance and you drop or withdraw from any or all classes, you may potentially incur a debt. Please consult with your Educational Office.

Academic Procedures and Policy

Admission of International Students
Doane University is authorized under federal law to accept non-immigrant alien students.

International Students - F1
Doane University is authorized under federal law to accept non-immigrant alien students.
In addition to the general requirements for admission, international students must
1. demonstrate English language proficiency,
2. provide official transcripts required for program admission which have been evaluated and translated by a NACES approved member organization unless earned in the United States,
3. submit official proof of financial responsibility, and
4. submit Passport Information.

Other information for International Students:
- The non-residential campuses are not full service; there is no dormitory, cafeteria, library, and very limited student services.
- Students must arrange their own accommodations, meals, transportation, and activities.
- Government regulations require F-1 students to enroll for one full academic year before taking a term off for vacation. For non-residential students this is equal to 4 consecutive terms.
- Government regulations require F-1 students to be enrolled full time.
- Government regulations require a Doane University DSO to approve students to have a course load below full time.
- Government regulations limit the number of online classes F-1 students may take.

Full-Time Student
The College of Business graduate programs are defined as those enrolled for at least three credit hours during a term of instruction. Students in the College of Education graduate programs are considered full-time if they are enrolled for at least six credit hours during a semester of instruction.

Master of Arts in Counseling students enrolled in COU 622 Practicum or COU 691 Internship for 3 hours or more will be considered enrolled full-time; students enrolled in 2 credits will be considered half-time.

Numbering System for Graduate Courses
All courses for each of the master's degree programs are offered at the 600 and 700-level. Courses at the 800 and 900-level are post-masters courses. Some special courses for continuing education are offered periodically for students who have completed a baccalaureate degree. These students may not be seeking a graduate degree, but need advanced work. Courses numbered at the 500-level cannot be used to meet the requirements of an advanced degree.

Credit Hours
Doane University follows the federal guideline defining a credit hour as one hour (50 minutes) of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks (one semester), or the equivalent amount of work over a different time period (e.g., an 8-week term). This definition applies to courses regardless of delivery format, and thus includes in-person, online, and hybrid courses (combination of in-person and online). It also applies to internship, laboratory, performance, practicum, research, student teaching, and studio courses, among other contexts.

For a 3-credit hour, 15-week course, this equates to 150 minutes of direct instruction and 6 hours of out-of-class student work each week for a total of 37.5 hours of direct instruction and 90 hours of out-of-class student work over the semester for 127.5 hours of activity. For a 3-credit hour, 8 week course, this equates to approximately 4.5 hours of direct instruction per week and 11.4 hours of out-of-class student work per week.

To ensure that courses and activities satisfy the time commitment (or equivalent) defined above, and pursue the learning outcomes described for each course/activity, proposed curriculum changes are reviewed by the Academic Affairs Committee (which is comprised of appropriate representatives from across the university). If approved by the committee, the changes are then forwarded to the full faculty for approval or disapproval. Approved changes are then included in the university course catalog the following academic year.

Instructional Methods
Doane University offers courses in several different instructional methods:
- On-Ground - A course that employs 100% in-person class sessions with some components in the LMS (Canvas).

- Online - A course that employs 100% of required course instruction, content, and activities are delivered asynchronously, online in the LMS (Canvas).
    - 100% asynchronous with content in the LMS (Canvas).
    - No synchronous (live broadcast (Zoom), in-person, on-ground) sessions are required.
- Hybrid-Ground - A course that employs both synchronous, on-ground class meetings and regular online components. The online components may be asynchronous activities or live broadcast (Zoom) synchronous class meetings.
    - Will have synchronous in-person, on-ground sessions with some content in the LMS (Canvas).
    - May have synchronous live broadcast (Zoom) components.
- Hybrid-Online - course that employs both synchronous class meetings via live broadcast (Zoom) sessions and asynchronous online components. Live broadcast (Zoom) sessions are required and regularly scheduled.
    - Will have synchronous live broadcast (Zoom) components.
    - May have asynchronous online components in the LMS (Canvas).
    - No in-person, on-ground sessions are required.

Prior Learning Assessment

Students join Doane University with a vast array of work experience and training, and Doane recognizes that not all learning has resulted from traditional classroom attendance. Our process for Prior Learning Assessment (PLA) provides students with the opportunity to earn credit for learning outside the confines of a traditional classroom.

Assessment of prior learning can be obtained through several methods. In all cases, the appropriate Program Representative (Program Director, Department Chair, or Dean) is responsible for determining whether or not credit can be earned. All credit for prior learning must have approval from the Program Representative in which the course resides. Prior learning assessment cannot be applied toward seminar, capstone, and/or independent study courses. Students may not earn credit by examination at the graduate level.

If credit is awarded for prior learning, it will be reflected on a student's transcript as *Portfolio Credit*. These credits do not count toward Doane residency requirements and are not included in the calculation of a student's GPA. Doane does not guarantee that other institutions will accept portfolio credits as transfer credit.

Professional Certification: A student may hold certifications from a professional organization that reflects a level of competence and cognitive ability. A student with a certification potentially relevant to their area of study may request a review of the certification by the appropriate Program Representative to determine if the certification can be awarded credit for relevant program requirements.

Professional certifications currently approved as valid for credit in the Master of Business Administration program (provided all other requirements are met) are listed below.
- CSCP, CPIM Certification through the Association of Supply Chain Management (ASCM)
- Certified Lifestyle Medicine Executive (CLME)
- CPSM Certification through the Institute for Supply Management (ISM)
- Emerging Leaders Certificate through Nelnet
- DDI Valmont
- Living as a Leader Certificate
- PHR, SPHR, SPHRi, or GPHR Certication through HR Certification Institute (HRCI)
- Project Management Professional (PMP) through Project Management Institute (PMI)
- SHRM-CP or SHRM-SCP Certification through Society for Human Resource Management (SHRM)
- SPHR, SPHRi, or GPHR Certification through HR Certification Institute (HRCI)
- Steps to Supervisory Success Certificate through Nelnet

Approved Pathways: A student can complete select professional development programs that have been reviewed, course mapped, and approved by the respective Program Representative, Dean, and CAO to meet specific program learning outcomes and requirements.
The Master of Business Administration program has approved professional development pathways with:
- AdelaideX Big Data Analytics
- DoaneX Sustainable Agribusiness
- DoaneX Healthcare Administration
- MITx Data Economics and Development Policy
- MITx Finance
- MITx Principles of Manufacturing
- MITx Supply Chain Management
- MITx Statistics and Data Science

College credit for certifications and approved pathways can be awarded as block credit (i.e., in one lump sum total) or as equivalent Doane courses after completion of Doane required courses. There is no cost assessed to students for credit awarded through these validation methods.

Grading

Letter grades are used to evaluate a student's performance in coursework. These letter grades become part of the student's permanent record. The grade of "A" is used to indicate superior performance, the grade of "B" is used to indicate adequate performance, and grades of "C," "D," and "F" are used to indicate performance that is below the minimal expectations for graduate students. A course in which the grade earned is below a "B-" cannot be used to fulfill any graduate degree requirement.

Audits

Graduate students may audit an available course, but they must receive permission from the Dean of their program to do so. Students do not receive any graduate credit for the audited course, and the grade assigned is an "AU." Any course audited by a graduate student may not be changed to a credit course. The cost to audit a course is one-half of the regular tuition charge per credit hour. Additional fees may be assessed, depending on the course.

Grade Point System

Cumulative grade point averages are computed by dividing the total grade points earned by the total number of GPA credits. Grades of Withdraw (W), Pass (P), Audit (AU), Incomplete (I), and In Progress (IP) are not included in this calculation.
The university calculates grade point averages by assigning grade points to the respective grades as follows:
Grade / Grade Points Per Credit

- A+ / 4.0
- A / 4.0
- A- / 3.7
- B+ / 3.3
- B / 3.0
- B- / 2.7
- C+ / 2.3
- C / 2.0
- C- / 1.7
- D+ / 1.3
- D / 1.0
- D- / 0.7
- F / 0.0

Grade Reports

Students' grades in all courses are filed with the Registrar. At the end of each term, final grades are reported to students on the Doane website via SelfService and are recorded on the transcript.

Grade Changes

After final grade reports are released at the end of a term, the student has up to 10 days to report a computational error to the faculty member. After 10 days have elapsed, the grade report will be considered correct and complete. An instructor is not permitted to reconsider the matter, or to re-examine the student, or to accept additional work from the student after the grades are submitted.

Graduates Grades

Final grades for graduates are processed before commencement. Once processed, these grades are considered correct and complete and therefore, can't be changed.

Incompletes

An Incomplete (I) may be given if a student is not able to complete the work by the last day of the course due to sickness or other extenuating circumstances that the student has discussed with the instructor. When awarding an incomplete, the instructor will assign an expiration date no later than the last day of the next term. If the expiration date passes without a grade change from the instructor, the incomplete grade will automatically convert to an "F". This is a final grade and will not be changed, per the grade change policy.

In order to receive an incomplete (I), a student must have completed at least 75% of the coursework required for the course. For courses such as practicums or internships, intended to last longer than a single term, instructors will submit a grade of "In Progress" (IP) at the end of the first term.

Students in the College of Business need to obtain a form from the Registrar's Office that will allow the professor and the student to detail the coursework required to remove the incomplete.

In Progress

The grade of "IP" (In Progress) is used when a graduate course has requirements extending beyond the normal ending date of the term in which the student is enrolled. This "IP" grade must be replaced with an appropriate letter grade assigned by the instructor.

Repeated Courses

The following guidelines apply if the student receives a grade below a "B-" in a graduate course:
1. The course must be repeated in order to receive credit toward the degree.
2. A student is allowed to repeat the course only once.
3. The original grade is used in computing the graduate cumulative grade point average until the course is repeated and a grade is given.
4. After the course is repeated, only the second grade is used in computing the student's graduate cumulative grade point average.
5. All courses taken and grades earned are permanently recorded on the student's transcript.

Withdrawals

The grade of "W" (Withdrawal) indicates that a student was doing passing work and was permitted to withdraw from a course. Students desiring to withdraw from classes must contact their advisor to initiate the process. Failure to follow this procedure results in a grade of "F" instead of a "W." In no case is withdrawal possible after the last class meeting.

Students enrolled in an 8-week term course must initiate a withdrawal by week four.

For Graduate Education courses, the last day to drop or withdraw from a course is the earliest date of either the last day the course is scheduled to meet or October 31 for fall semester courses and March 31 for spring semester courses. For summer semester courses that are offered in an intense week-long format, no drops or withdrawals are allowed after the course begins. The last date to drop/withdraw from summer online courses is June 15. After these dates have passed a grade of "F" instead of a "W" will be awarded.

Graduate students are expected to complete courses for which they have registered, unless unusual circumstances require withdrawal. Mere cessation of class attendance does not constitute withdrawal, either academically or with respect to tuition charges.

A student may be administratively withdrawn from any program by the Dean if it is determined that the student 1) poses a significant danger or threat of physical harm to the person or property of others; 2) interferes with the rights of other members of the Doane University community; or 3) is unable to meet the institutional requirements for continued enrollment. Except in emergency situations or in the case of financial non-compliance, a student shall, upon request, be accorded a hearing by the appropriate committee prior to a final decision concerning their continued enrollment at Doane University.

Medical/Compassionate Withdrawal from Doane

A medical withdrawal is granted in rare instances where a student is faced with a serious and unexpected condition that completely precludes them from being able to function as a student and in which the regular university withdrawal process is not appropriate. A compassionate withdrawal may be granted when a student is faced with extenuating personal circumstances.
Extenuating circumstances include an accident, illness, injury, or incident that could not have been influenced, predicted, planned for, or prevented by the student or the institution and the death or serious illness of an immediate family member.
The following are not considered extenuating circumstances:
- Medical condition or chronic illness known to the student at the time of enrollment (unless unforeseen symptoms or relapse occurs; this will be determined on a case-by-case basis).
- Initially enrolling in a course while knowingly employed full-time, or attempting to work one or more part-time jobs. This includes changes in work schedules that conflict with class schedules.
- Changing major or transferring to another institution.
- Inability (for any reason) to pay your tuition bill or delays in financial aid notification.

To request a medical/compassionate withdrawal, complete the Late Drop/Withdraw Request Form which is available on the Doane website or through your advisor. The form must be completed in full and submitted prior to the last day of class. It must be accompanied by both a personal written statement and the supporting documentation. The committee meets every Wednesday.

Crisis Withdrawal from Doane

A crisis withdrawal is granted in rare instances where a student or immediate family member is faced with a serious and unexpected condition that precludes them from being able to function as a student and in which the regular university withdrawal process is not appropriate. A crisis withdrawal may be granted because of force majeure causes beyond Doane's reasonable control and occurring without its fault or negligence including, but not limited to, acts of God, fire, war, governmental action, terrorism, epidemic, pandemic, weather, national emergencies, or other threats to the safety of students or staff. A crisis withdrawal applies to all courses taken during a term unless a specific explanation is provided that describes how the crisis reason for the withdrawal affected only specific course(s).

The following are **not** considered crisis circumstances:
- A crisis condition known to the student at the time of enrollment (unless unforeseen symptoms or relapse occurs; this will be determined on a case-by-case basis).
- Work schedules that conflict with class schedules (not including loss of employment).
- Changing major or transferring to another institution.
- Change to alternate means of instruction, including, but not limited to, distance or remote learning.
- Inability (for any reason) to pay your tuition bill or delays in financial aid notification.
To request a crisis withdrawal:
- Lincoln, Omaha, and Online students - contact your academic advisor and complete the Late Drop/Withdraw Request (LDWR) Form. The form must be completed in full and submitted prior to the last day of class. It must be accompanied by both a personal written statement and the supporting documentation.

After a review of all of the documentation, the LDWR committee will make a decision on the withdrawal in the current semester. Crisis withdrawals will only be granted in a current semester and will not be approved retroactively. The committee will notify the student via email. Courses that are withdrawn will be noted as W on the student's transcript; courses that are dropped will not appear on the transcript.

NOTE: There may be financial implications in getting a crisis withdrawal. Please contact Student Accounts, and/or Financial Aid Office before initiating your withdrawal paperwork.

Grade Appeal Policy

A common academic issue sought by a student is the appeal of a course grade. A faculty member determines the character of a course which includes content, instructional practices, and assessment procedures. Instructors have the right to assign a course grade based on any method that is professionally acceptable, shared with all students, and applied equally. Each student has the right to a course grade based upon an unbiased evaluation of their performance and the specified grading procedure. A student has the right to ask for clarification of the basis for their grade.

Valid reasons for initiating the grade appeal process include, but are not limited to
- a failure to follow published course, program, or University policies,
- a lack of consistency within the student's course section, or
- a grade awarded that was motivated by ill will.

Students who believe that their grade was miscalculated due to a mathematical error should contact the instructor within ten (10) days of the grade posting.

The following are NOT valid reasons for initiating the grade appeal process: (i) a disagreement with the application of course policies and/or grading standards, (ii) the requirements or examination standards of an academic program, (iii) concerns over professionally acceptable teaching approaches, (iv) differing personalities, and (v) differences in classroom policies or grading schemes in different courses or between different sections of the same course.

The grade appeal process must be initiated no later than ten (10) days from the posting of the final course grade. A student is encouraged to talk with their advisor to offer an assessment of the concern and to clarify the steps of the grievance process.

Appeal Steps

STEP 1: A student is encouraged to pursue a good-faith attempt at informally resolving their concern about the course grade. The student will communicate with the involved faculty member to seek a resolution. If needed, the student can contact the Office of Academic Affairs (Crete-campus) or the Program Director/Academic Advisor (Lincoln and Omaha campus locations) for assistance in contacting a faculty member. A student may be requested to put their appeal in writing. Within five (5) working days from the time the student raises the concern, the involved faculty member will evaluate the concern, render a decision, and notify the student. As part of their evaluation, the faculty member may schedule a follow-up conversation with the student and may consult University faculty, staff, or administrators for clarification and/or guidance. If the involved faculty member does not act on or resolve the concern to the reasonable satisfaction of the student, the student can initiate STEP 2 of the appeal process.

STEP 2: Within five (5) working days of the student being notified by the involved faculty member of their decision, the student writes an appeal letter specifying the following:
- the course number and section,
- the term/year in which the course was taught,
- the name of the instructor for the course,
- a statement of facts as the student perceives them, citing specific instances where, in the student's opinion, policies and procedures were violated or were unfairly applied,
- a summary of the outcome from STEP 1,
- the remedy sought by the student,
- a copy of the course syllabus, and
- the best method to communicate with the student (phone, e-mail, etc.).

The student submits their appeal letter to the Registrar's Office. The Registrar will provide the appeal to the supervisor of the faculty member for the course. Within ten (10) working days from receipt of the letter, the supervisor will evaluate the concern, render a decision, and notify the student. As part of their evaluation, the supervisor may schedule a conversation with the student and may consult University faculty, staff, or administrators for clarification and/or guidance. If the supervisor does not act on or resolve the concern to the reasonable satisfaction of the student, within ten (10) days of being notified of the decision, the student can initiate STEP 3 of the appeal process.

STEP 3: The student can appeal to the appropriate Dean. The Registrar's Office can offer clarification on the appropriate Dean for the course. If the Dean was the supervisor in STEP 2, the student can initiate STEP 4. Within ten (10) working days of receipt of the letter, the Dean will evaluate the concern, render a decision, and notify the student. As part of their evaluation, the Dean may schedule a conversation with the student and may consult University faculty, staff, or administrators for clarification and/or guidance. If the Academic Dean does not act on or resolve the concern to the reasonable satisfaction of the student, within ten (10) days of being notified of the decision, the student can initiate STEP 4 of the appeal process.

STEP 4: The student can submit a written appeal to the Office of Academic Affairs. In an appeal, the student provides their prior appeal letter and addresses one or both of the following issues for appeal:
- new evidence that was not reviewed in prior steps and/or
- any evidence that the review process was improper or unfair.

An appeal letter that does not clearly identify one or both of the issues listed above shall be dismissed without further consideration. The Chief Academic Officer will make an initial assessment of a valid appeal after reviewing the incident file provided by the Registrar's Office and, if necessary, by communicating with relevant parties such as staff or administrators. For a valid appeal request, the Office of Academic Affairs will convene an Appeal Committee consisting of
- Chief Academic Officer (or designee), will serve as Chair,
- Dean (or administrative designee) for each of the colleges,
- Registrar, and
- two full-time faculty members appointed by the Faculty Council who teach outside of the department of the student, have had minimal academic interaction with the student, and have been at the Doane University for at least one year.

The Registrar and the Dean from STEP 3 can participate in the discussions but will be non-voting members in determining a course of action. As part of the evaluation, the committee may schedule a conversation with the student and may consult other University faculty, staff, or administrators for guidance and/or clarification. A majority decision by the Appeal Committee is final and ends the appeal process for a grade appeal. The majority decision of the Appeal Committee will be shared with the Registrar's Office, who will communicate it to the student.

Academic Standing
It is expected that students in graduate programs will do a higher quality of work than those in the undergraduate programs. A graduate student is in good academic standing if they maintains a graduate cumulative grade point average of 3.00 or higher. Only grades earned that are B- grade or higher satisfy degree requirements. *Refer to individual programs for additional expectations and practices.*

Academic Probation
A degree-seeking graduate student is placed on academic probation if at any time
- the graduate cumulative grade point average falls below 3.00 or
- the graduate student receives a second course grade below a "B-".

The student is notified in writing of their academic status and of any specific conditions for retention. Individual programs may have different expectations and practices.

Academic Suspension
A graduate student may be suspended from Doane University for any of the following reasons:
1. receipt of a third course grade below a "B-",
2. failure to return to good academic standing after the specified probationary period,
3. failure to meet requirements set forth in the letter of probation, and/or
4. breach of academic integrity.

In all cases, the student is notified of the suspension in writing. For the right of appeal, consult the individual program for additional information.

Students suspended from Doane University may not enroll for one full academic year. Students wishing to return will need to reapply and demonstrate a renewed commitment to their education. This one-year period begins at the end of the last session of enrollment prior to suspension.

Academic Forgiveness
The Academic Forgiveness Policy is designed for a student who experienced poor academic results while previously attending Doane University and can now demonstrate they are prepared to be academically successful in a different graduate program at Doane. Students are eligible to apply for academic forgiveness when at least two (2) years have elapsed since the concluding date of the student's last term of enrollment at Doane University and the start date of their return.

To be eligible for Academic Forgiveness, students must:
- Re-enter Doane University and successfully complete 6 credits with a minimum cumulative GPA of 3.0,
- Notify their academic advisor or program director in writing of their desire to pursue Academic Forgiveness. Upon review, the academic advisor or program directors will notify the Registrar's Office of the desire to pursue Academic Forgiveness.

Academic Forgiveness is applied to one semester (College of Education) or two terms (College of Business) of Doane courses. No letter grades will be removed from the academic record. The period accepted for academic forgiveness will bear the notation, "Academic Forgiveness Granted." These courses will then no longer be considered in the grade point average computation. Any academic probation, suspension, or dismissals from the forgiven term will not be removed. Any course for which academic forgiveness is given cannot be used to fulfill graduation requirements. Academic forgiveness may be granted only one time and is

not revocable. Academic forgiveness only pertains to the student's academic record, academic forgiveness is not recognized for federal financial aid eligibility. Per Title IV regulations, the Financial Aid Office must include all grades in the calculation of the GPA for federal aid purposes.

Time Limitations

A student is expected to complete the degree within seven years of beginning graduate study at Doane University, unless noted otherwise. Credits taken in the program which were completed more than seven years prior to graduation are reviewed by the dean or assistant dean. The criteria for accepting or rejecting these credits as a part of the student's program are always based on the relevance of the material at the time of review. If the course is not accepted because the course material is no longer relevant, the student must then retake the appropriate graduate course(s) as part of the program of study, or in the case of elective courses, select additional electives.

Graduation

Application for Degree

Each candidate for a master's degree must signify their intention to complete the requirements by a particular graduation date by submitting a graduation application online through SelfService. This information is used to check the completion of requirements and to print the diploma.

Commencement

Commencement is held twice a year in December and May on the Crete campus.
Students are invited to participate in one ceremony. Students that complete in August, October, or December are invited to the December ceremony. Students that complete in March or May are invited to the May ceremony.

Award of Degree/Issuance of Diplomas

Degrees at Doane University are awarded and diplomas are issued three times a year in December, May, and August. The diploma will not be issued until any outstanding financial obligations to the university are satisfied.

Services

Library Facilities

Following matriculation, each student is permitted free usage of the library at the main campus of Doane University in Crete and has access to the Internet, through the computer laboratory, for assistance in literature searches.

Transcripts and National Student Clearinghouse

The Registrar's Office issues official transcripts of a student's academic record only after the student has granted permission and paid a fee per transcript. Transcripts are not issued for students who have financial obligations to the university. Generally, transcripts will be issued within three days, except at the end of a term when graduates are being processed then at least one week is needed for issuance.

Copies are not made of transcripts or records on file from other institutions. Any additional copies of those documents must be requested by the student directly from the original issuing institution.

Once a student graduates or discontinues attendance at Doane University, subsequent college credits from other schools do not become a part of the student's Doane University transcript.
NOTE: Grades are not posted to the transcript until the entire term is complete.

Doane University partners with National Student Clearinghouse (NSC) for degree verification, enrollment verification, and electronic transcripts. Doane University submits enrollment information to NSC three times a term. In turn, NSC reports secure electronic data with participating guaranty agencies, lenders and servicers for loan deferment. NSC also submits enrollment information to the National Student Loan Data System (NSLDS), the national database of information about loans and grants awarded to students under Title IV.

Address and Name changes

Each Doane student is responsible for notifying the University of any address or name change. Address changes are to be made promptly to keep University records current and to ensure that University mailings reach their intended recipient. Students who have been enrolled within the last year need to submit a copy of their Social Security Card as documentation for a name change. A student may securely change their name or address on SelfService.

College of Business

College Mission
Achieving excellence through knowledge, experience, and the liberal arts.

College Values
- **Community**: We consider those around us and include key stakeholders when making decisions.
- **Integrity**: We make decisions grounded in ethics and principles.
- **Stewardship**: We use resources to optimize effectiveness.
- **Impact**: We affect positive change through leadership and followership.
- **Growth**: We continue to learn and expand.
- **Agility**: We adapt quickly to meet needs.

Application Procedure
Doane University welcomes applications from individuals who wish to complete a College of Business graduate program. Those programs include the Master of Business Administration (MBA) the Master of Arts in Leadership (MIL), and the Master of Science in Instructional Design and Technology (IDT). Students interested in enrolling in these programs complete an application, pay a $50 non-refundable enrollment fee, and submit a transcript (an official transcript from the institution that awarded the bachelor's degree, plus any graduate courses taken).

All materials should be submitted to the Doane University Enrollment Center (enrollment@doane.edu). The application must be received before registering for the first class. All other materials are required by the end of the first term of enrollment. Submitting incomplete or false information is grounds for denial or subsequent dismissal. When questionable evidence regarding character or personality appears in an applicant's materials, Doane University reserves the right to evaluate such factors as criteria of admission.

Admission Requirements
The requirement for admission into the graduate program is a baccalaureate degree from an accredited institution.

Admission decisions are communicated in writing to applicants as soon as they have been reviewed. Admission decisions cannot be given by telephone, nor can they be given to any person other than the applicant without a written release from the applicant.

Every applicant is considered equally without reference to race, color, religion, sex, nationality, disability, age, marital status, or sexual orientation.

Non-Degree-Seeking Students
The non-degree-seeking option exists to serve those students not wanting to pursue a graduate degree at Doane University or those students who want to begin graduate study before seeking formal admittance to the degree program. In order to be admitted to the program as non-degree-seeking, a student must complete the application and pay the non-refundable $50.00 enrollment fee.

Readmission
Admission materials are destroyed after one year for applicants who have been admitted to the program but have not registered for any coursework at Doane University within that year. In order to re-enter the graduate program after that period, a student must submit a new application, including the $50.00 non-refundable enrollment fee.

Students must contact their advisor to reactivate their files before registering. Readmitted students who are seeking a degree must meet the degree requirements operative at the time of readmission.

If a student has been suspended from the program, admission will not be considered until two 8-week terms have passed, and the student must provide evidence that illustrates a renewed commitment to learning before applying.

If a student has been dismissed from the program, no new application for admission (either as a degree-seeking student or a non-degree-seeking student) will be considered until at least two calendar years have passed.

Summary of Costs for the 2024-25 Academic Year

Tuition for graduate courses is due in full on or before the first day of class. Most courses have a textbook or other required materials. Some courses may have an additional fee.

Tuition charges are reviewed at the conclusion of each academic year and are subject to change without notice.

Enrollment Fee (non-refundable one-time fee) $50.00
Tuition - MBA (per credit hour) $570.00
Tuition - MIL (per credit hour) $568.00
Tuition - IDT (per credit hour) $445.00
Technology Fee - Online and Hybrid Courses* (per credit hour) $30.00
  * *Courses designated Distance Learning are not charged the Technology fee.*

Enrollment and Registration Procedure

The schedule of classes is released at least five weeks prior to the beginning of the next term. Registration will begin at least three weeks before the term starts. Students are encouraged to meet with their academic adviser once the schedule is released in order to know what classes they need before registration begins.

Registration is done by the student online through SelfService where they can register for classes, view their course schedule, and agree to pay their tuition and fees.

Students receiving financial aid must meet specified registration dates as determined by the Financial Aid Office.

Academic Policies and Procedures

Transfer Credit

A student may transfer up to nine credit hours into the graduate College of Business. This credit must have been earned from an accredited institution of higher learning and be no older than seven years at the time of graduation from Doane University. Only courses in which a student earned a letter grade of "B-" or above will be considered for transfer. If the grade earned in a graduate level course was a "pass," the student must submit documentation to the Program Director that the "pass" is equivalent to at least a "B-". Each course is reviewed individually and final determination of credit is made by the Program Director and the Registrar.

Master of Arts in Leadership

Program Mission

Doane's Master of Arts in Leadership degree is a transformational program that develops resilient, inclusive and ethical leaders. The program develops leaders of influence through transformational experiences. Students will embody **"Living Leadership,"** a concept that embraces everyday leadership in the classroom, workplace, the community, and life.

Program Outcomes
Students will:
- compare and contrast leadership theories
- formulate a personal ethical leadership model
- apply effective communication techniques
- model effective problem solving
- engage in deep reflection
- practice innovative thinking skills
- develop decision making skills
- evaluate their cultural competence

Master of Arts in Leadership (MIL)

Complete 30 credits in core courses:
- LDR 603 - Ethics and Social Responsibility (3)
- LDR 610 - Foundations of Leadership (3)
- LDR 620 - Leading thru Change and Crisis (3)
- LDR 625 - Emotnl Intelligence & Diversity (3)
- LDR 630 - Human Centered Problem Solving and Design Thinking (3)
- LDR 640 - Lead & Comm in Dynmc Socty (3)
- LDR 650 - Strategic Leadership (3)
- LDR 785 - Leadership from the Inside Out (3)
- LDR 786 - The "Person" as Leader Coach (3)
- LDR 787 - Creating a Value-Added Leadership Legacy (3)

Master of Business Administration

Program Mission
The mission of the MBA program is to prepare and equip our graduate business students with the skills and tools to make complex decisions in global and competitive environments.

Program Outcomes:
- Employ advanced skills in making rational and ethical decisions through critical thinking and problem-solving
- Make sound financial decisions under uncertainty using appropriate data, analytic tools and models
- Develop sound business strategies and policies in global and competitive environments

Accreditation
The MBA program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Master of Business Administration (MBA)
Complete 24 Credits of Core Courses
- BUS 601 - International Bus & Economics (3)
- BUS 604 - Adv Organizational Behavior (3)
- BUS 612 - Managerial Accounting (3)
- BUS 614 - Financial Management (3)
- BUS 621 - Business Law and Ethics (3)
- BUS 640 - Analytics and Decision Sciences (3)
- BUS 641 - Strategic Marketing (3)
- BUS 642 - Administrative Strategy & Policy (3)

Complete 6 credits of Elective Courses
Any BUS 600-level classes or other graduate-level classes by permission.

Master of Science in Instructional Design and Technology

Doane's Master of Science in Instructional Design & Technology (IDT) is a comprehensive online, 30-credit hour program that prepares students for careers in designing effective, innovative, and accessible instruction (online, distance, and classroom) within business and education. The program focuses on instructional design that addresses the needs of learners in an engaging, human-centered, and goal-oriented experience, aligning learning tasks, resources, and systems of support to create learning solutions. At the forefront is consideration of the user experience and the science of learning. Students will gain a deep understanding of the principles and practices of instructional design as well as the technological tools and techniques needed to create accessible, cutting-edge learning experiences. Students enrolled in Doane's IDT program will become part of a supportive community of reflective practitioners who share a passion for innovation and life-long learning.

Graduate of Doane's MS-IDT program will be able to:

1. Integrate professional practices with learning theory and technology to design human-centered and goal-oriented learning experiences.
2. Identify and evaluate issues, trends, and practices-including equity and inclusion-that impact design, technology, and the implementation of instructional design.
3. Incorporate strategies for data collection, data analysis, and the evaluation of learning design to address real-world learning needs and challenges.
4. Devise and adapt instructional materials using design principles to improve user and learner experience in support of successful learning outcomes.
5. Translate complex information into accessible forms and narratives using a media strategy that integrates knowledge in visual design and technology.
6. Collaborate with stakeholders and apply tools and frameworks to manage the design of effective learning experiences.

Master of Science in Instructional Design and Technology (IDT)

Complete Required Core Courses (24 credit hours):

- IDT 605 - The Science of Learning (3)
- IDT 610 - Curriculum Development (3)
- IDT 615 - Emerging Technologies (3)
- IDT 620 - Instructional Design Models (3)
- IDT 628 - Visual Design & Accessibility (3)
- IDT 630 - Multimedia Instruction (3)
- IDT 680 - Learning Eval & Data Analytics (3)
- IDT 690 - Capstone Project (3)

Electives - Select 2 (6 credit hours) from the following:

- BUS 626 - Developing Talent (3)
- BUS 636 - Intro to Project Management (3)
- IDT 640 - Learning Management Systems (3)
- IDT 645 - Developing Web Applications (3)
- IDT 660 - Multimedia and Video Production (3)
- IDT 665 - Introduction to Design Thinking (3)
- LDR 603 - Ethics and Social Responsibility (3)
- LDR 640 - Leading and Communicating in a Dynamic Society (3)

Certificate in Instructional Design

This 12-credit hour certificate equips professionals to design and develop effective learning experiences in their respective fields.

Requirements for Instructional Design certificate:

- IDT 605 - The Science of Learning (3)
- IDT 610 - Curriculum Development (3)
- IDT 620 - Instructional Design Models (3)
- IDT 628 - Visual Design & Accessibility (3)

College of Education

Mission of the Program

Preparation for teaching has been a part of Doane's mission since its founding in 1872. In the early 1880s, President David Brainerd Perry created, at the request of a group of students, a teacher education program. Over the years, Doane has been recognized as one of the outstanding universities in teacher education. That commitment to be on the cutting edge of teacher preparation continues today and now includes an exemplary graduate program for practicing professionals.

The graduate experience, which offers degrees in Curriculum and Instruction, School Counseling, Mental Health Counseling, Educational Leadership, Education Specialist, and Doctorate of Education consists of courses and supervised field experiences, and is designed to develop and enhance the knowledge, attitude, and skills of participants. Faculty of the Doane University College of Education believe all educational professionals are lifelong learners.

Mission of the Unit:

Learn. Challenge. Empower. Transform.

Belief Statements:

The College of Education of Doane University is a community that pursues and celebrates excellence. In this pursuit:

- We foster a vibrant intellectual community that values learning, collaboration, curiosity, inquiry and scholarship.
- We create connections and meaningful relationships.
- We cultivate a culture where all individuals are affirmed, challenged, and empowered.
- We advocate for diversity, equity and service through the support of socially just policies and practices.
- We promote the process of development and honor the journey that is individually and systemically transformative.

Application Procedure

Doane University welcomes applications from all qualified individuals who wish to pursue study in the Graduate Studies in Education department. Such students must complete an application form and pay a $30.00 application fee before beginning the first 600-900-level course. This application processing fee is not refundable and does not apply toward tuition. Submitting incomplete or false information is grounds for denial or subsequent dismissal.

Advising

The Advising Office is housed on the Lincoln campus. Program directors for each graduate program provide advising services and assist students in developing programs of study, monitoring progress in the program, and assisting with program changes. Curriculum and Instruction advisers go to the class sites each semester for graduate advising and students are encouraged to contact their advisers at any time with questions or concerns. Much advising in the Curriculum and Instruction and endorsement programs is done through e-mail and phone conferences as students are at numerous locations throughout the state. Adjunct and resident faculty also refer Curriculum and Instruction students to the graduate office or the dean's office when students have questions in their classes. In addition, students may review their academic program through Doane's Student Self-Service which is available 24/7.

Curriculum and Instruction students enrolled in EDU 603 - Research Methods (3) will register for EDU 604 - Culminating Project (3) with the same professor the following semester. The Research Methods professor serves as the adviser for the culminating project completed in EDU 604. Students cannot register for both EDU 603 and EDU 604 during the same semester unless these courses are specifically offered as a six hour block.

Educational Leadership, Education Specialist, and Doctorate students are advised by the respective program directors in one-on-one conversations during the regular class sessions in informal question and answer periods, by pre-arranged office visits before or after class, and by e-mail or phone consultations. In addition, each Education Leadership student is advised at their school site visits each semester for program and career advice.

The College of Education Graduate Office will monitor degree-seeking Curriculum and Instruction and School Counseling students completing 9 hours of credit with B- or better in each course for full graduate standing. Students in the Educational Leadership program must complete EDL 675 and either EDL 680, or EDL 682 with a B or better for full graduate standing. Education Specialist students must complete the first nine hours of the program with a B or better for full graduate standing.

Initial Program at the Advanced Level for Certification students are also advised by the director of the program. These students must be admitted to teacher education (see the admissions requirements.) The director and the dean will present those students meeting the requirements to the teacher education committee. Letters will be mailed to the students when full graduate standing is granted.

Graduate Calendar

The graduate calendar for education consists of a fall and a spring term of 15 weeks each and one summer term with courses of varying lengths. Curriculum and Instruction and School Counseling courses during the fall and spring terms generally meet one evening a week. Summer term classes are scheduled during the day, with meeting times determined by the number of days the course meets. Educational Leadership, Education Specialist and Doctorate of Education courses meet primarily on the weekend, once a month. Unique schedule preferences of each site-based program are met by flexible scheduling.

Summary of Costs for the 2024-25 Academic Year

Tuition for graduate courses is due in full on or before the first day of class. Most courses have a textbook or a required set of materials. When materials are required for the course, a fee automatically is billed to the student and will be added directly to the student's tuition bill for payment. Required textbooks must be ordered from eFollett at https://www.bkstr.com/doaneuniversitystore/home.

Master of Arts in Counseling Tuition (per credit hour) $484.00
Curriculum and Instruction & School Counseling Ground/Blended Tuition (per credit hour) $29.00
Curriculum and Instruction & School Counseling Online Tuition (per credit hour) $380.00
Educational Leadership Tuition (per credit hour) $360.00
Education Specialist Degree Tuition (per credit hour) $371.00
Doctorate of Education Tuition (per credit hour) $540.00

Enrollment Fee - Education programs (non-refundable one-time fee for each emphasis) $30.00
Enrollment Fee - Master of Arts in Counseling (non-refundable one-time fee) $ 125.00
Online and Hybrid course technology fee* (per credit hour) $30.00
Late registration fee (adding after census day) $100.00
  * *Course designated Distance Learning are not charged the $30.00 course technology fee.*

Charges at Doane University are reviewed at the conclusion of each academic year and are subject to change without notice. Some courses carry fees which vary from $5 to $50 per course.

Hold for Credit Policy

A Doane senior who completes requirements for the bachelor's degree in December may receive up to 12 Doane University Master of Education credits taken during the summer term before his/her December completion. Permission to enroll in the summer term must be granted by the Dean of the College of Education, the Chairperson of the Education Department, and the student's academic adviser. An incomplete grade notation ("I") will be given at the end of the summer term in all of the graduate courses and will be replaced by the actual letter grades after the requirements for the bachelor's degree are completed in December. If certification requirements are not completed, credit will not be granted and the "I" grade notations will change to "W" (withdrawal).

The following criteria will be used to determine if permission will be granted.

- The student must have completed all coursework for the undergraduate degree, except for student teaching. Student teaching arrangements must be set for the fall semester.
- The student must have extenuating circumstances that have made it impossible to complete requirements for graduation in May before the summer graduate classes are offered. These circumstances do not include change of major or the student's optional delay in meeting all degree requirements.
- The student must be able to show that delaying completion of graduate coursework until the following summer would cause extreme financial hardship to the student.
- All tuition, materials, fees, and books for early graduate coursework must be paid in full by June 1 of the summer term.

This coursework is not eligible for graduate student financial aid. A student may be eligible for undergraduate aid in some instances.

Check with the **Financial Aid Office in Crete** *for specific information regarding individual circumstances.* **NOTE:** *Courses taken before graduation may not transfer as graduate credit to other institutions.*

Master of Arts in Counseling

Mission Statement
The Master of Arts in Counseling program is committed to preparing students to be highly competent mental health counselors with the knowledge, skills, and competencies requisite for the effective and ethical practice of counseling. The course work and clinical experiences are designed to promote cultural awareness and the development of a professional identity as a mental health counselor.

Upon completion of the program of study:
1. MAC graduates will have the knowledge and technical skills to serve a wide variety of populations and mental health issues, in both individual and group formats as professional counselors.
2. MAC graduates will adhere to the ACA Code of Ethics and be culturally-aware advocates for all clients and the counseling profession.
3. MAC graduates will have developed a professional identity as a Clinical Mental Health Counselor.
4. MAC graduates will demonstrate personal and professional dispositions such as cultural awareness, openness, self-awareness, and tolerance of ambiguity.
5. MAC graduates will be able to critically evaluate research related to the field of counseling and use data to inform clinical decisions, as well as program evaluation within counseling settings.

The Doane University Master of Arts in Counseling (MAC) program is dedicated to academic excellence and committed to principles of effective and ethical counseling practice. The priority and primary emphasis of the MAC program is preparation of students for productive careers as professionals in clinical counseling settings. To this end, the program follows a competency-based, practitioner model. This model places primary emphasis on preparation of students for productive careers as professionals in a variety of counseling settings. Course work and supervised practical experience provides the opportunity to learn and develop skills in the assessment of problem behavior and in interventions with children, adults, couples, families, and groups. Incorporated into this approach is exposure to ethical, professional, and interprofessional issues.

Students and faculty are expected to maintain membership and active participation in national, state, and local professional organizations. Students are expected to join the American Counseling Association and must maintain liability insurance offered through the association.

Faculty are expected to maintain excellence in 1) teaching, including content expertise, course design skills, course delivery skills, course management, motivation and mentoring skills; 2) scholarship, including acquisition of new knowledge and integration and application of knowledge; and 3) service, both within the university and beyond.

Accreditation Statement
The MAC program has been granted national accreditation by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) for its specialty area in Clinical Mental Health Counseling through March 31, 2030. CACREP is recognized by the Council for Higher Accreditation (CHEA). More information can be found at https://www.cacrep.org.

Professional Development, Certification, and Licensure
The MAC program is designed to fulfill the preparation component of the Nebraska Health and Human Services Licensure Division regulations for the Certified Professional Counselor and the Licensed Mental Health Professional. Upon completion of the program, the student will have met all educational and clinical practice requirements for licensure as a mental health counselor in the state of Nebraska. A student seeking Licensed Mental Health Professional status must, in addition to meeting the academic requirements, achieve a passing score on either the National Counselor Examination (NCE) or the National Clinical Mental Health Counseling Examination (NCMHCE). The student must also acquire 3,000 hours of supervised work experience in an appropriate setting, with supervision provided by a qualified supervisor. *For more information, contact Nebraska Department of Health and Human Services, Credentialing Division, Department of Regulation and Licensure, P.O. Box 94986, Lincoln, NE 68509-4986.*

As educational requirements vary by state, students interested in this program should consult the General Licensure and Certification Disclosure page prior to enrollment.

The MAC program is also designed to fulfill the educational component of the National Board for Certified Counselors requirements for designation as a National Certified Counselor (NCC). A student seeking NCC status must also achieve a passing score on the National Counselor Examination, acquire at least 3,000 hours post-graduate counseling work experience and 100 hours of post-graduate counseling supervision within a 24-month period, and endorsement from a professional colleague who holds a graduate degree in the mental health field. *For more information, contact the National Board for Certified Counselors, 3 Terrace Way, Greensboro, NC 27403.*

Application Procedure

Prospective students applying for admission or course credit in the Master of Arts in Counseling Program are required to complete an application with the Doane University Enrollment Team. In addition to the application, prospective students must also submit the following materials: Autobiographical Essay describing life experiences that have shaped the applicant; Future Goals Essay describing professional/career goals along with how graduate study in the MAC Program will help to accomplish these goals; current resume; background check; official academic transcripts; and, three letters of reference. Submitting incomplete or false information is grounds for denial or subsequent dismissal. Prospective students who have submitted all required application materials and meet admission requirements 1 and 2 (see below) will be invited for a formal Admission Interview. A successful Admission Interview is a required component for Admission into the MAC Program (see below). Initial admission into the MAC Program may be offered on a provisional basis. See MAC Student Handbook & Policy Manual for additional details.

Admission Requirements

Students who meet all requirements of one of the following options may be admitted to the program. Those who are admitted as non-degree-seeking students (e.g., a professional who is taking a course for continuing education credit) are limited to a total of 12 credits. Every applicant is considered equally, without reference to race, color, religion, sex, nationality, disability, age, marital status, or sexual orientation.

Option 1 (Degree-Seeking)

1. Earned bachelor's degree from an accredited institution with a minimum cumulative grade point average of 3.00 on a 4.00 scale.
2. Completion of a minimum of 18 credit hours in psychology or a related field (e.g., sociology, social work, human development, human relations, nursing, education). Three of these credits must be in undergraduate statistics. Furthermore, the student must have one of the following: a) a cumulative grade point average in these courses of 3.00 or above (on a 4.00 scale) or b) a cumulative grade point average in these courses of at least 2.50 (on a 4.00 scale), plus three additional graduate courses in the Master of Arts in Counseling program (for a total of nine credits) with a minimum grade point average of 3.00.
3. Prospective students are evaluated in the following four areas during the MAC Admission Interview: 1) writing ability, 2) faculty interview assessment, 3) ability to successfully apply feedback, and 4) ability to appropriately express personal experiences. Students must earn an average score of 3 out of 5 or higher in each area in order to be eligible for admission.

Option 2 (Non-Degree-Seeking)

Persons who have already earned a graduate degree in the mental health field may, with the approval of the Program Director, enroll in up to 12 credits as a non-degree-seeking student, provided space is available in the class. Applicants must follow the general application procedure stated above.

Classification of Students

Rather than being considered a member of a specific class or year, each student in the program will proceed through three levels. In this way, full-time and part-time students who are at approximately the same point in the program are identified. The level system also provides an opportunity for faculty to systematically review students at different points in their training and evaluate their readiness to proceed to the next training experience. The Program Director confers level status in the following order:

Level 1 (Admission to Program)

The Student Screening and Progress Review Committee confers Level 1 status upon matriculation. Level 1 students have accumulated between 0 and 25 graduate credit hours at Doane.

Level 2 (Admission to Candidacy for the Degree)

Level 2 status is conferred based upon Level 1 status plus the following:
1. satisfactory completion of 25 credit hours in the program,
2. cumulative grade point average of 3.00 or higher,
3. cumulative Professional Disposition Evaluation average of 3.00 or higher, and
4. positive evaluation for candidacy by the Program Director with approval of the appropriate standing committee.

Level 3 (Admission to the Clinical Experience)

Level 3 status is conferred based upon Level 2 status plus the following:
1. satisfactory completion of 50 credit hours.
2. submission of a satisfactory plan for completion of the 60 credit hours required,
3. cumulative grade point average of 3.00 or higher,
4. incompletes removed from academic transcript,
5. cumulative Professional Disposition Evaluation average of 3.00 or higher, and
6. positive evaluation by the Program Director with approval of the appropriate standing committee.

Final Candidacy for Degree

Final candidacy for degree status is based on the following:
1. satisfactory completion of a minimum of 60 credit hours in courses numbered 600-699,
2. satisfactory completion of practicum,

3. satisfactory completion of of internship,
4. cumulative grade point average of 3.00 or higher,
5. cumulative Professional Disposition Evaluation average of 3.00 or higher,
6. positive evaluation and acceptance of the student for graduation by the Program Director and the Student Screening and Progress Review Committee,
7. satisfactory completion of the Comprehensive Capstone Presentation, and
8. satisfactory completion of the Comprehensive Examination.

Transfer Credit

The program accepts transfer credit for substantially equivalent graduate-level coursework completed at other CACREP-accredited institutions. An application for transfer of credit is made to the Program Director. Application should be made during the first semester after matriculation into the counseling program.

The following stipulations apply to transfer credit:
1. A maximum of 12 credit hours may be transferred.
2. Transfer is granted only for courses in which the grade earned was a B- or above.
3. Credit is transferred in as "P" (Passed).
4. The credit must have been earned from a CACREP accredited institution.
5. The credit may be no older than seven years at the time of graduation from Doane.
6. Satisfactory performance on a competency evaluation may be required before granting transfer of credit and is required for any course taken more than five years prior to admission.
7. Transfer of credit can be awarded only for required courses. If a student has completed a course at another institution that, in the judgment of the Director, is substantially equivalent to a required course in the program, a course substitution may be granted after approval by the instructor and demonstrated competence in the course content.
8. Transfer of credit cannot be granted for practicum, internship, or Faculty Group Supervision.

Professional Disposition Evaluation (PDE)

The MAC program has identified seven key dispositions that students must demonstrate as developing professional counselors. These dispositions are a result of key literature from the counseling profession (Association of American Colleges and Universities, n.d.; Baldo, Softas-Nall, & Shaw, 1997; Spurgeon, Gibbons, & Cochran, 2012). Students will be evaluated annually by their Advisor and provided feedback. Should the advisor identify area(s) of concern, a remediation plan may be recommended by the Remediation Committee.

Dispositions to be Evaluated:
1. Openness
2. integrity
3. Communication & Interpersonal Relationships
4. Cultural Awareness
5. Growth Mindset
6. Emotional Wellbeing
7. Professional Development Commitment

In evaluating these dispositions, the following scoring scale is used:
    4.0   Advanced. Indicative of professional readiness.
    3.0   Proficient. Meets target expectations.
    2.0   Developing. Below expectations with significant areas of growth.
    1.0   Beginner. Significant concerns and remediation required.

Monitoring of Student Performance

In order to promote an optimal educational experience, the following procedures are used to foster appropriate communication between the university, students, and advisors:
1. Copies of grade reports and professional evaluation forms are distributed at the end of each semester to the student and the student's Academic Advisor. This ensures that those most immediately concerned with the student's performance are properly informed.
2. Every semester , the student's academic progress is reviewed by the Registrar and the Academic Advisor, and the student is notified if a grade below B- or a grade point average below 3.00 has been earned.
3. If a student earns a grade below a B- in a graduate counseling course, the course must be repeated the next time it is offered on the schedule.
4. Student progress is reviewed by the Student Screening and Progress Review Committee prior to acceptance into Level 2, Level 3, and conferral of the degree . The purpose of this review is to ensure that each student's progress is carefully monitored, that faculty are informed as to the progress of all students, and that students are regularly informed of their performance and standing in the program. Recommendations towards areas of strength and weakness are summarized in the review. The faculty's overall assessment, along with any specific recommendations, is communicated to the students in their Portfolio feedback.

Remediation issues may be referred to the Remediation Committee when questions are raised about a student's academic, professional, or personal performance. These include a student's demonstrated knowledge, technical and interpersonal skills, personal and professional attitudes, and professional demeanor. Reasons for referral to the Remediation Committee for remedial action include, but are not limited to

1. failing a course,
2. receiving two grades below a B- ,
3. earning having a grade point average below 3.00,
4. receiving a single professional disposition evaluation below a 2.0 in any given area,
5. earning a professional disposition evaluation average below a 2.0 ,
6. personal unsuitability for the counseling profession,
7. failing practicum and/or dismissal from practicum site,
8. failing an internship and/or dismissal from an internship site,
9. engaging in unethical behavior,
10. unprofessional or inappropriate social media presence,
11. significant dispositional concerns.

Students having academic, professional, or personal difficulty may come to the attention of the Remediation Committee through the Program Director, Academic Advisor, a faculty member, or through a Student Screening & Progress Review Committee meeting.

After an evaluation process which may include reviewing records and relevant information, meeting with the student, and consulting with the student's Academic Adviser, the Remediation Committee may recommend and impose interventions. Possible interventions include, but are not limited to, developing a plan for remedial work, placing the student on probation, requiring an additional practicum or internship, or recommending dismissal to the Program Director. The student shall agree in writing to the recommendations of the Remediation Committee within 15 days after being notified of the Committee's decision or be subject to further action.

Dismissal from the Program
A student is subject to immediate dismissal from the program for violation of professional ethics or of the Doane University academic integrity policy, or other reasons as noted below, or determined by the Program Director. A decision of the Program Director regarding discipline may not be negotiated. Dismissal from the program renders the student permanently ineligible for readmission into the MAC Program.

1. receiving two grades below a B- ,
2. failing a course that has been repeated,
3. violation of professional ethics,
4. personal unsuitability for the counseling profession,
5. failing a practicum and/or dismissal from practicum site,
6. failing an internship and/or dismissal from an internship site,
7. serious deficiencies in demonstration of professional competencies in the student's professional portfolio,
8. failure to demonstrate adequate progress towards identified remediation plan requirements,
9. other reasons as noted above, or determined by the Program Director.

Master of Arts in Counseling (MAC)
Program Design
A total of 60 credit hours is required to complete the Master of Arts in Counseling program. The required courses are:

- COU 601 - Counseling Skills& Techniques (3)
- COU 602 - Theories of Counseling (3)
- COU 610 - Psychopathology (3) *
- COU 612 - Clinical Assessment (3)
- COU 618 - Mental Health Ethics, Law and Professional Practice (3)
- COU 619 - Roles and Functions of Mental Health Counseling (3)
- COU 620 - Crisis, Trauma, and Disaster Mental Health Counseling (3)
- COU 622 - Practicum (0 or 3) *
- COU 627 - Professional Identity Dev I (0-1)
- COU 628 - Professional Identity Dev II (0-1) *
- COU 629 - Professional Identity Dev III (0-1) *
- COU 630 - Multicultural Counseling (3)
- COU 632 - Assessment, Case Planning and Management of Mental Health and Substance Abuse Clients (3)
- COU 634 - Group Counseling (3) *
- COU 635 - Human Dev Across the Lifespan (3)
- COU 653 - Marriage and Family Counseling (3)
- COU 658 - Medical and Psychosocial Aspects of Alcohol/Drug Use, Abuse, and Addiction (3)
- COU 662 - Career Counseling (3)
- COU 675 - Research in Counseling (3)
- COU 691 - Internship (1-6) *
- COU elective - Required 3 credit hour course

*Indicates courses with prerequisite.

Practicum

Practicum is a supervised opportunity for students to gain experience as counselors-in-training in a variety of settings with clients who exhibit a spectrum of psychopathological appraisal and treatment problems. Doane counseling students vary widely in their previous clinical experience, as well as in their professional interests and career objectives. Recognizing these differences, the program seeks to develop a practicum experience for each student that not only complements the student's previous experience, but also addresses particular clinical strengths and weaknesses.

Practicum placements are arranged through cooperative planning by the student, the Clinical Placement Director, and the agency. Students desiring placement at a site that has not previously been approved by the counseling program must have approval in writing from the Clinical Placement Director prior to making any commitments to the site.

Students may, under some conditions, use their place of employment for a practicum. Students may request to use a place of previous employment for a practicum, if their practicum supervisor did not have a supervisory relationship with the student. The Clinical Placement Director makes all decisions regarding conflicts of interest.

The program requires the completion of an approved Practicum consisting of at least 150 hours during the course of one regularly scheduled semester. Students may enroll in their practicum upon completion of all Level 2 requirements and approval of the Clinical Placement Director. Transfer of credit for practicum is never granted, nor are the practicum requirements waived.
Students must obtain 60 hours of direct contact service with clients during practicum and must have one hour per week of supervision throughout their practicum by an approved on-site supervisor. In addition, each student must meet in a small supervision group with a faculty member for 1 1/2 hours per week. A formal evaluation is made of the student's performance by the faculty member facilitating the supervisory group in consultation with the on-site supervisor. A letter grade will be assigned.

Internship

The program requires that all students complete six credits of an internship consisting of 650 hours following successful completion of their practicum training. Students must complete 260 hours of direct-contact service with clients during their internship and must have one hour per week of supervision throughout their internship by an approved on-site supervisor. In addition, each student must meet in a small internship group with a faculty member for 1 1/2 hours per week. A formal evaluation is made of the student's performance by the faculty member facilitating the supervisory group in consultation with the on-site supervisor. A letter grade will be assigned.

Progress Toward the Degree

Performance as a professional counselor includes more than simply learning clinical skills. The counseling profession requires sound judgment, good interpersonal skills, and emotional well-being.
Academic excellence without personal development is not adequate preparation for the counselor. Program faculty are interested in training strong counseling practitioners and thus are involved in evaluating all aspects of students' clinical training, academic training, and personal development.

It is important for students to conceptualize their education in the counseling program as a synthesis of 1) academic work, 2) theoretical work, 3) clinical work as evidenced in practicum, internship, and clinically based courses, and 4) personal development.

Master of Education in Curriculum and Instruction

Doane's Curriculum and Instruction degree is designed to maintain a program committed to excellence while giving special attention to the needs of K-12 teachers. Courses are offered at campuses in Lincoln, and Omaha as well as online.
Course content is designed with concern for best practice, current research, and a commitment to the application and evaluation of the content. Doane's holistic approach recognizes that the cumulative effects of the completed graduate degree programs are greater than the sum of the courses. The resident and adjunct graduate education faculty take particular pride in the high marks for relevance and quality of instruction given to the entire program by students completing Doane graduate education courses.

Teacher Education Graduate Standards

Teacher development can be defined as growth which demonstrates changes over time in action, understanding, knowledge, practices, and images of what constitutes teaching and learning. In Doane's view of schooling, teachers must have experiences that open new perspectives for them to progress to higher instructional, collaborative, and transformational teaching levels. When teaching becomes watchful and thoughtful, learning takes on personal meaning, and teachers use personal reflectivity to gain a better understanding of both teaching and learning. The outcomes listed below reflect the anticipated higher level of teacher development. The outcomes for the Curriculum and Instruction emphasis are:

1. Understands Content: The developing professional understands the content knowledge of the discipline(s).
    a. demonstrates how knowledge in content area is created, organized, linked to other disciplines and applied to real world settings
    b. commands specialized knowledge of how to convey content knowledge to students
    c. encourages students to construct new knowledge by seeking answers to their questions
    d. aligns content knowledge with state and national standards
2. Understands Development: The developing professional understands how children learn and develop, and provides opportunities supporting intellectual, social, and personal growth.
    a. maintains the belief that all students can learn by developing learning experiences for all cognitive levels
    b. evaluates and selects developmentally appropriate outcomes and activities
    c. incorporates current and research-based learning theories into practice
    d. acknowledges that learners learn best from involvement with experiences
3. Understands Differences: The developing professional recognizes and provides for individual differences and diversity.
    a. recognizes individual differences in students and adjusts practice to ensure fairness and success for each student
    b. evaluates and designs curriculum for students with special needs
    c. critiques and enhances curriculum for multidimensional perspectives fostering an attitude supporting the development of a community that values diversity
    d. considers the influence of context and culture on behavior
    e. fosters students' self-esteem and respect for race, gender, class, culture, language, family, community, and religious differences
4. Designs Instructional Strategies: The developing professional uses a variety of instructional strategies to encourage students' development of skills and strategies for critical thinking and problem solving.
    a. views the teacher and learners in a reciprocal relationship; the teacher is also a learner, the learners are teachers
    b. differentiates instruction based on observation and knowledge of student interests, abilities, skills, background knowledge, family, and peer relationships
    c. commands a wide range of instructional techniques including those of technology, knows when each is appropriate, and implements them as needed
    d. exposes students to different modes of higher order thinking by teaching students to think analytically and critically about real-world situations
5. Manages and Motivates: The developing professional uses classroom management and motivational strategies to create a positive learning environment.
    a. creates a community where high expectations and support of students promote learning to support individual student achievement to ensure success for all
    b. utilizes different organizational settings in the learning environment to provide various learning opportunities
    c. creates, enriches, and alters the instructional setting to encourage intrinsic motivation of students
    d. facilitates problem solving and conflict management among peers
6. Communicates: The developing professional uses knowledge of effective communication techniques.
    a. possesses the interpersonal skills needed to work collaboratively
    b. communicates effectively with all audiences
    c. uses a variety of media and technological tools to enrich learning and communication
    d. seeks opportunities to facilitate communication with diverse populations
7. Plans: The developing professional utilizes effective planning techniques.
    a. implements standards established by local, state, and national authorities
    b. collaborates in planning the instructional process to assure continuity of learning experiences for students
    c. uses student-centered strategies and models
    d. differentiates curriculum and instruction based on children's developmental stages, intelligences, learning styles, strengths, and needs

8. Assesses: The developing professional understands and uses a variety of formal and informal assessment strategies.
    a. defines assessment criteria and standards consistent with local, state, and national outcomes
    b. uses culturally sensitive and developmentally appropriate assessment strategies in multiple contexts
    c. conducts ongoing assessment in the instructional process measuring individual student understanding
    d. uses assessment data to plan for student learning
    e. fosters student involvement in assessment
9. Reflects on Practice: The developing professional is a reflective practitioner who actively seeks out opportunities to grow professionally.
    a. utilizes action research promoting problem solving and reflection to improve teaching and learning practices
    b. engages in lifelong learning, assuming a variety of leadership roles including professional presentations, mentoring and coaching, graduate study, and publishing research
    c. implements and supports daily practices based on a personal philosophy of teaching and learning
    d. envisions new contexts for student learning to meet future demands
10. Participates in the Professional Community: The developing professional fosters relationships with school colleagues, families, and agencies in the larger community to support students' learning and well-being.
    a. uses a range of human resources (peer tutors, other teachers, aides, volunteers) and school and community resources to meet the needs of students
    b. acts as an advocate for students using family and community resources
    c. works collaboratively and creatively with families, engaging them in the work of the school
    d. acts as an instructional leader by participating collaboratively in the ongoing development of a strong school program

Categories of Graduate Students

The Curriculum and Instruction program recognizes three broad categories of graduate students: degree-seeking, non-degree-seeking, and endorsement-seeking.

Admission Requirements for Non-Degree-Seeking Students

Non-degree-seeking students must complete the application form and pay the non-refundable $30.00 enrollment fee. Verification of a previous bachelor's degree must be provided, either by arranging to have an official undergraduate transcript sent to the Office of Graduate Studies or by other acceptable means.

Students who have completed a graduate degree in the Doane College of Education within the past 5 years may return as a non-degree seeking student by contacting the Graduate Education Office for reactivation.

The non-degree-seeking category consists of students who do not wish to pursue a graduate degree at Doane University, but who wish to take graduate courses. Although there is no limit on the amount of credit that may be earned as a non-degree-seeking student, if a non-degree-seeking student later wishes to pursue the Master of Education degree at Doane University, no more than 12 credits earned while in the non-degree status may be applied toward the graduate degree. If a student feels there are extenuating circumstances, the student may petition the Graduate Committee of the Whole to accept more than 12 hours completed as a non-degree-seeking student. A student who has taken coursework as a non-degree-seeking student and who later wishes to be admitted into a degree program must complete all requirements for full admission and all program requirements currently in effect instead of those in effect when the coursework was begun.

Admission Requirements for Degree-Seeking Students

Students applying for admission to the Curriculum and Instruction program will submit the following items:
1. A completed application for admission.
2. Official transcripts for bachelor's degree, and each institution granting graduate credit the student wishes evaluated for transfer credit. The undergraduate GPA or graduate GPA must show an overall minimum GPA of 3.0. Transcripts must be sent directly from the institution to etranscripts@doane.edu or by mail to Doane University, 303 N 52nd St, Lincoln, NE 68504.
3. Three letters of recommendation
4. A self-reporting survey

Note: Degree-seeking students may begin study before these materials are received, but Financial Aid will not be awarded until all materials are received, and the materials should be received by the Office of Graduate Studies by the end of the first term of study or an academic hold will be placed on the student's registration. Every applicant is considered equally without reference to race, color, religion, sex, nationality, disability, age, marital status, or sexual orientation.

Crete 'Newbies' Auto-Admission:

Students who complete their undergraduate degree in the Crete College of Education and are seeking initial certification with the Nebraska Department of Education are automatically accepted into the Curriculum and Instruction program the Summer term following the awarding of their undergraduate degree. Students will complete the required registration form sent by the Graduate Studies office to enroll in the 12 hours of coursework designated for their specific certification track. Admission documents listed

above will be waived, and students will receive provisional admission status upon submission of the registration form in their first term.

Please refer to 'Hold for Credit Policy' on page 33 of the Graduate Catalog for additional information regarding students completing their 12 graduate hours prior to awarding of undergraduate degree

Full Graduate Standing

Full Graduate Standing will be granted to students upon the successful completion of 9 hours of Graduate Education credit with a 3.00 or higher cumulative grade point average. A student receiving any grade below a B for any graduate course will have his/her file reviewed even though the student's cumulative GPA may be 3.00 or higher.

Decisions are communicated to the student as soon as practical after the student completes 9 hours of Graduate Education credit. All decisions regarding full graduate standing are based upon reviews of official transcripts of prior college work, letters of recommendation, and other pertinent sources of information. If evidence of a breach in ethical behavior is presented, the Dean and/or faculty of the MED program reserve the right to evaluate this factor as a criterion for denying full graduate standing.

Transfer Credit

A student may transfer up to 12 credit hours into the program. This credit must have been earned from an accredited institution of higher learning. Any course considered for transfer is individually reviewed for recency and relevance of the material as it relates to best practice and theory at the time of review. Transfer credit should be work completed within seven years prior to application to the program. Final determination on transfer credit is made by the Director of the program. Only graduate courses in which the student's letter grade is a "B-" or above may be considered for transfer credit and applied to degree requirements. Only six credits of courses with a grade of "Pass" or "Credit" may be transferred. All transfer courses are entered on the transcript with a grade of "P" (Passed).

Each student is responsible for making a formal request to have the official transcript(s) sent to Doane University, Graduate Studies in Education, 303 N. 52nd St., Lincoln, NE 68504 or etranscripts@doane.edu. These transcripts must be received prior to consideration for full graduate standing.

Master of Education in Curriculum and Instruction (MED)

Program Design

Thirty-six credit hours are required for the Master of Education degree in Curriculum and Instruction. Five courses are required; the remaining courses are electives, which are selected by the graduate student in consultation with the academic adviser to best meet the professional goals of the graduate student. Students are allowed to register for a maximum of six credit hours each term in the fall and spring and 12 credit hours during the summer term.

Required core courses
- EDU 601 - Critical Issues in Education (3)
- EDU 603 - Research Methods (3)
- EDU 604 - Culminating Project (3)

Select one:
- EDU 600 - Improvement of Instruction (3)

- EDU 661 - Foundations of Teaching (3)

Select one:
- EDU 602 - Assessment for Learning (3)
- EDU 645 - Assessment of Literacy (3)
- EDU 614 - Assessment of Literacy Development (3)

Elective credits: Select 21 elective credits **from prefixes EDU, EDC, EDS or COE 615, COE 630, & COE 633** in consultation with your academic advisor to best meet your professional goals. Student teaching at the graduate level will not count as electives for M.Ed in Curriculum and Instruction.

Program Completion Criteria

All students must successfully meet the following requirements to complete the Master of Education in Curriculum and Instruction degree:

1. complete 36 credit hours of graduate work in the program,
2. maintain a graduate cumulative grade point average of 3.00 or above,
3. file an application for degree form no later than the date specified,
4. complete and present a culminating project,
5. submit a written summary of the culminating project.

Initial Program at the Advanced Level for Certification

Application to Teacher Education program

Students who select elementary education or special education or certification in a secondary subject area must make a formal application to the Teacher Education Program. See Appendix I. (Nebraska Department of Education, NAC 92, Rule 20, 004.06G)

1. Requirements for admission to the Teacher Education Program:

INITIAL PROGRAM AT THE ADVANCED LEVEL

- Application: Completion of Summer I courses (Nebraska Department of Education, NAC 92, Rule 20, 004.06G)
- Declare Certification Area
- GPA requirements:
  - Cumulative GPA of 3.0 (Nebraska Department of Education, NAC 92, Rule 20, 004.06E1, 004.06E2 ,004.06G)
- Positive Background check
- Satisfactory Recommendations from:
  - Course Instructors
  - Faculty in teacher education
- Completed and on file: Personal and Professional Fitness Self-Disclosure Form (See Appendix G) (NAC 92, Rule 20, 004.06)

2. Decisions by Teacher Education Committee

Decisions are determined by the Teacher Education Committee to the Teacher Education Program can be one of the following:

- full admission,
- admission with concerns,
- provisional admission,
- denial of admission.

  The student will be informed by letter within a week of the Teacher Education Committee's decision about the application to the Teacher Education Program.

3. Appeal Decision Process

The student has the right of an appeal to any of the decisions and can request a personal review to seek changes of the decisions. The procedure is as follows:

- The student meets for a personal interview with the Dean of College of Education.
- A date is set for the Teacher Education Committee to meet as a whole for reconsideration.
- The student has a personal appearance before the Committee, with another faculty member as consul if desired, for the purpose of presenting additional data and answering questions prior to Committee vote.

4. Determinations and Options of Decisions

Denial reasons may include, but are not limited to the following:

1) Grades: Denied admission to the program due to a grade below a C-:

- The student with any grade in a cognate that is below C- will have that grade reviewed and may be required to repeat the course.
- After completion of the cognate course and meeting the GPA requirements, the student may reapply for admission to the Teacher Education Program.

2) Cumulative GPAs: Denied admission to the program due to not meeting GPA requirements

- The student may be advised out of the program until meeting the required GPA. After GPA requirements are met, the student may reapply for admission to the Teacher Education Program.
- The student may be counseled out of the program.
- The student may have another semester to bring GPA up to continue in the teacher education program. At the end of the semester student may reapply for admission to the Teacher Education Program.

3) Negative comments/Dispositions: Denied admission due to negative recommendations.

- The student is denied by cooperating teacher selecting "deny" to the teacher education program on the practicum final evaluation with comments indicating concerns.
- The student is denied by faculty selecting "deny" to the teacher education program on the recommendation form with comments indicating concerns.

4) Background check: Denied admission due to convictions. (NAC 92, Rule 20, 004.06B)

- The student with a conviction may request approval by the Nebraska Department of Education.
- The student can follow the procedures set forth in NAC 92, Rule 21, sections 009.02 through 009.04.

Application to Student Teaching

Students anticipating the student teaching experience must make a formal application to the Teacher Education Program prior to student teaching. See Appendix I. (Nebraska Department of Education, NAC 92, Rule 20, 004.06G)

1. Requirements for admission to Student Teaching:
   INITIAL PROGRAM AT THE ADVANCED LEVEL
- Application: Completion of Practicum courses (Nebraska Department of Education, NAC 92, Rule 20, 004.06G)
- GPA requirements
     o Cumulative GPA of 3.00 (Nebraska Department of Education, NAC 92, Rule 20, 004.06E1, 004.06E2 ,004.06G)
- Positive Background check
- Satisfactory Recommendations from:
     o Cooperating teachers of field experiences
     o Course Instructors
     o Faculty in teacher education
- Completed and on file: Personal and Professional Fitness Self-Disclosure Form (See Appendix G) (NAC 92, Rule 20, 004.06)
- Successfully complete the practicum(s)

2. Decisions by Teacher Education Committee
   Decisions are determined by the Teacher Education Committee to Student Teaching can be one of the following:
- full admission,
- admission with concerns,
- provisional admission,
- denial of admission.
   The student will be informed by letter within a week of the Teacher Education Committee's decision about the application to Student Teaching.

3. Appeal Decision Process
   The student has the right of an appeal to any of the decisions and can request a personal review to seek changes of the decisions.
   The procedure is as follows:
- The student meets for a personal interview with the Dean of College of Education.
- A date is set for the Teacher Education Committee to meet as a whole for reconsideration.
- The student has a personal appearance before the Committee, with another faculty member as consul if desired, for the purpose of presenting additional data and answering questions prior to Committee vote.

4. Determinations and Options of Decisions
   Denial reasons may include, but are not limited to the following:
   1) Cognate Grades: Denied admission to the program due to a grade below a C-:
- The student with any grade in a cognate that is below C- will have that grade reviewed and may be required to repeat the course.
- After completion of the cognate course and meeting the GPA requirements, the student may reapply for admission to the Teacher Education Program.
   Note: Even though the guidelines for GPAs are met by the student, such a grade may be used as part of the criteria for not admitting the student into student teaching.)
   2) Graduate Course Grades: Denied admission to the program due to a grade below a B-:
- The student with any grade in a graduate course that is below B- will have that grade reviewed and additional work may be required.
- After completion of the graduate course and meeting the GPA requirements, the student may reapply for admission to the Teacher Education Program.
   Note: Even though the guidelines for GPAs are met by the student, such a grade may be used as part of the criteria for not admitting the student into student teaching.)
   3) Cumulative GPAs: Denied admission to student teaching due to not meeting GPA requirements
- The student may be advised out of the program until meeting the required GPA. After GPA requirements are met, the student may reapply for admission to student teach.
- The student may be counseled out of the program.
   4) Negative comments/Dispositions: Denied admission due to negative recommendations/comments.
- The student is denied by cooperating teacher selecting "deny" to student teaching on the practicum final evaluation with comments indicating concerns.
- The student is denied by faculty selecting "deny" to student teaching on the recommendation form with comments indicating concerns.
   5) Background check: Denied admission due to convictions. (NAC 92, Rule 20, 004.06B)
- The student with a conviction may request approval by the Nebraska Department of Education.
- The student can follow the procedures set forth in NAC 92, Rule 21, sections 009.02 through 009.04.

Certification Approval

Students are recommended for certification when the following requirements have been met:

1. Requirements for certification:

INITIAL PROGRAM AT THE ADVANCED LEVEL

- GPA requirements
  - Cumulative GPA of 3.00 (Nebraska Department of Education, NAC 92, Rule 20, 004.06E1, 004.06E2 ,004.06G)
- Successful completion of internship
- Satisfactory Recommendations from:
  - Cooperating teachers of internship
  - Supervisors of student teaching
- Completion of all coursework successfully

Nebraska Department of Education Certification Requirements

In addition to completing the Doane College of Education program, the Nebraska Department of Education requires successful completion of the required content test(s) in endorsement area(s) to receive licensure:

2. Appeal Decision Process

The student has the right of an appeal to any of the decisions and can request a personal review to seek changes of the decisions. The procedure is as follows:

- The student meets for a personal interview with the Dean of College of Education.
- A date is set for the Teacher Education Committee to meet as a whole for reconsideration.
- The student has a personal appearance before the Committee, with another faculty member as consul or one of the cooperating teachers if desired, for the purpose of presenting additional data and answering questions prior to Committee vote.

Academic Standing

Graduate students enrolled in the initial program at the advanced level for certification have the same academic standing requirements as the Curriculum and Instruction program.

Nebraska Certificate Core Test Requirement

In addition to completing the Doane College of Education graduate program, effective September 1, 2015, candidates applying for any initial endorsement(s) to be placed on a Nebraska certificate must provide evidence they have passed the required Praxis II content test for the endorsement. Students can check the ETS website for the particular test required for each content area endorsement and the qualifying score.

Initial Program at the Advanced Level for Certification

Program Design

The Initial Program at the Advanced Level for Certification prepares candidates to teach in elementary grades (K-6), in secondary grades (7-12 in an area in which Doane endorses individuals) or in special education grades (K-12). Secondary endorsement areas include the sciences, mathematics, social sciences, English, language arts, foreign languages, and art.

Through a series of coursework, practicum, and internship experiences, candidates may complete the program in four or five terms (Summer I, Fall, Spring, Summer II, as well as the additional Fall II for elementary and special education students ONLY).

Thirty-seven credit hours of graduate coursework for secondary certification, 58 credit hours of graduate coursework for elementary and 72 credit hours of graduate coursework for special education are required for Initial Certification. Additional coursework may be required in the content area for 7-12 certification. Students begin the program in the summer term only. Upon completion of the coursework, students may apply for licensure in the state of Nebraska.

Students wishing to continue on to pursue their Master of Education degree in Curriculum and Instruction must complete a minimum of 9 additional hours of coursework: EDU 601, EDU 603 and EDU 604. Students who complete any requirements at the undergraduate level or at other institutions may require additional coursework in order to fulfill degree requirements. These students should contact the Graduate Office to add the Master's degree program upon completion of their initial certification.

Elementary Education
Summer I
- EDS 620 - Exceptional Children (3)
- EDU 624 - Multicultural Educ and Practice (3)
- EDU 641 - Language Arts & Reading I (3)

- EDU 661 - Foundations of Teaching (3)
- EDU 738 - Children, Youth and Family (3)

Fall I
- EDU 630 - Methods for Teaching Math in Elementary School I (3)

- EDU 679 - Language Arts & Reading II (3)
- EDU 736 - Elementary School Practicum I (3)

Spring
- EDU 643 - Methods for Teaching Math in Elementary School II (3)

- EDU 735 - Language Arts & Reading III (3)
- EDU 737 - Elementary School Practicum II (3)

Summer II
- EDU 625 - Integrating Tech with Purpose (3)
- EDU 644 - Methods for Teaching Science & Social Studies in Elementary School (3)

- EDU 664 - Seminar for Beginning Tchers I (3)
- EDU 692 - Fine Arts for Elementary Tchers (3)
- EDU 739 - Methods Tch Elemntry Phys Ed (2)

Fall II
- EDU 602 - Assessment for Learning (3)

- EDU 655 - Internship (8)

Secondary Education
Summer I:
- EDS 620 - Exceptional Children (3)
- EDU 624 - Multicultural Educ and Practice (3)

- EDU 661 - Foundations of Teaching (3)
- EDU 663 - Read & Writ in the Content Area (3)

Fall:
- EDU 625 - Integrating Tech with Purpose (3)
- EDU 626 - Secondary Methods (3)

- EDU 633 - Middle & High School Practicum (3)
- EDU 639 - Seminar in Secondary Education (2)

Spring:
- EDU 602 - Assessment for Learning (3)

- EDU 655 - Internship (8)

Summer II:
- EDU 665 - Seminar for Beginning Teachers II (3)

Note: Please see the information under "Endorsement Programs" for the additional requirements for an ESL or Mild, Moderate Special Education endorsement for initial program at the advanced level for certification students. These endorsements will require additional credit hours and an additional term or terms of study.

Special Education
Summer I
- EDS 620 - Exceptional Children (3)
- EDS 625 - Methods of Teaching Mild, Moderate Special Education (3)

- EDS 631 - Teaching Strats Exceptnl Child (3)
- EDU 624 - Multicultural Educ and Practice (3)
- EDU 661 - Foundations of Teaching (3)

Fall I
- EDS 621 - Advanced Assessment (3)
- EDS 621L - Advncd Assessment Practicum (1)
- EDU 626 - Secondary Methods (3)

- EDU 663 - Read & Writ in the Content Area (3)
- EDS 680A - Practicum K-6 Special Ed (3) or
  - EDS 680B - Practicm 7-12 Specl Ed (3)

Spring
- EDS 605 - Behavior Intervention Strategies (3)
- EDS 610 - Collaborative Tch-Inclusion Mdl (3)
- EDS 632 - Critical Issues in Special Ed (3)

- EDU 625 - Integrating Tech with Purpose (3)
- EDS 680A - Practicum K-6 Special Ed (3) or
  - EDS 680B - Practcm 7-12 Specl Ed (3)

  - EDU 611 - Tch Strt Middl Schl Math (3)

Summer II
- EDS 622 - Schl Program Excptnl Stdnts (3)
- EDS 626 - Advncd Instructional Adaptatns (3)
- EDS 665 - Special Ed Beginning Tchr Sem (3)
- EDU 609 - Stdnt-Cntrd Math K-5 Clssrm (3) or

- EDU 690 - Writing in Primary Classroom (3) or
  - EDU 706 – Supp Writ in Interm Gr (3)

Fall II
- EDS 655 - Internship for Special Education (8)
- EDU 602 - Assessment for Learning (3)

- EDU 634 - Reading in the K-6 Classroom (3) or EDU 679 or EDU 707

Students who want to earn a Master of Education Degree
Initial Program at the Advanced Level for Certification students who also want to earn their Master of Education in Curriculum and Instruction degree are required to complete an additional 9 hours.
- EDU 601 - Critical Issues in Education (3)
- EDU 603 - Research Methods (3)

- EDU 604 - Culminating Project (3)

State of Nebraska Endorsement Options

Early Childhood Endorsement

This is a supplemental endorsement. Applicants must have elementary certification to apply for this endorsement.
The endorsement requires a total of 18 credit hours--15 credit hours of required courses and 3 credit hours selected from the options listed.

Requirements for the Early Childhood Endorsement
- EDC 612 - Dev Literacy in Primary Clssrm (3)
- EDC 614 - Developmentally Appropriate Practices: The Primary Program (3)
- EDC 616 - Critical Issues Early Childhd Ed (3)
- EDC 680 - Practicum for Early Childhood (3)

Select one course to meet the assessment course requirement:
- EDU 602 - Assessment for Learning (3)
- EDU 645 - Assessment of Literacy (3)

Select one of the following courses:
- EDU 609 - Stdnt-Cntrd Math K-5 Classroom (3)
- EDU 677 - Stdnt-Centrd Early Childhd Math (3)
- EDU 678 - Reading in the K-3 Classroom (3)
- EDU 690 - Writing in the Primary Classrm (3)
- EDU 691 - ELL Curriculum Primary Stdnts (3)
- EDU 708 - Center Based Activities in the Primary Classroom (3)

ESL Endorsement

This endorsement requires 15 graduate credit hours of coursework in English as a Second Language. The courses meet the requirements for Nebraska ESL certification. Students must take the following coursework. This is a supplemental endorsement. Participants must hold a Nebraska teaching certificate in another K-12 teaching area to be eligible for this endorsement.

Requirements for the ESL Endorsement
- EDU 682 - Curriculum for ESL Students (3) or
  - EDU 628 - Read & Writ Instruction for Second Language Learners (3) or
  - EDU 691 - ELL Curriclm Primary Stdnts (3)
- EDU 729 - ESL: Commnctng Ed Envirnmnt (3)
- EDU 683 - Linguistics for ESL Teachers (3)
- EDU 684 - Mthd Tch & Assessing ESL Stdnt (3)
- EDU 621 - Internship for ESL (3)

Reading and Writing Endorsement

The reading and writing endorsement is a supplemental endorsement. It must be added to an existing endorsement. The reading and writing endorsement requires a minimum of 21 semester hours. This endorsement is only offered at the graduate level. Students wishing to complete the endorsement for PK-6 and 7-12 must take all course work in both PK-6 and 7-12 including two field experiences, one at the PK-6 level and one at the 7-12 level.

Complete the following 21 credits for the PK-6 endorsement:
- EDU 628 - Reading & Writing Instruction for Second Language Learners (3)
- EDU 634 - Reading in the K-6 Classroom (3)
- EDU 640 - Literature for Children & Youth (3)
- EDU 687 - Diagns, Assessmnt & Instr Read (3)
- EDU 689 - Internship Reading Instruction (3)
- EDU 706 - Supp Writers Intermediate Grds (3)
- EDU 707 - Supp Readrs Intermediate Grds (3)

Complete the following 21 credits for the 7-12 endorsement:
- EDU 628 - Reading & Writing Instruction for Second Language Learners (3)
- EDU 667 - Reading in the 7-12 Classroom (3)
- EDU 687 - Diag, Assessmnt & Instrct Read (3)
- EDU 688 - Literature for Adolescents (3)
- EDU 689 - Internship Reading Instruction (3)
- EDU 706 - Supp Writers Intermediate Grds (3)
- EDU 707 - Supp Readers Intermdite Grds (3)

Reading Specialist Endorsement

The following 33 hours of coursework 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.

Effective September 1, 2015, candidates applying for any initial endorsement(s) to be placed on a Nebraska certificate must provide evidence they have passed the required Praxis II test for the endorsement. Students seeking a Reading Specialist endorsement must pass the Reading Specialist test, code 5302.

Complete:
- EDU 640 - Literature for Children & Youth (3)
- EDU 663 - Reading & Writing Content Area (3)
- EDU 685 - Critical Issues in Reading (3)
- EDU 686 - Providing Leadership in Literacy (3)
- EDU 687 - Diagnosis, Assessment & Instruction in Reading (3)
- EDU 688 - Literature for Adolescents (3)
- EDU 689 - Internship Reading Instruction (3)

Complete one course:
- EDU 690 - Writing in Primary Classroom (3)
- EDU 706 - Supp Writers Intermediate Grds (3)

Complete one course:
- EDU 602 - Assessment for Learning (3)
- EDU 645 - Assessment of Literacy (3)

Complete one course:
- EDU 634 - Reading in the K-6 Classroom (3)
- EDU 667 - Reading in the 7-12 Classroom (3)
- EDU 676 - Literature in Secondary Classrm (3)
- EDU 707 - Supp Readrs Intermediate Grds (3)

Complete one course:
- EDC 612 - Dev Literacy Primary Classroom (3)
- EDU 678 - Reading in the K-3 Classroom (3)

Social Emotional Learning Specialization

The SEL Instructional Specialist will be a knowledgeable practitioner in the neuroscience and process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show compassion and empathy for others, establish and maintain positive relationships and make responsible decisions. Being skilled in empowering students with social and emotional learning competencies will bring clarity to learning. ***This specialization does not qualify for an endorsement with the NDE or Iowa Department of Education.**

Complete the following courses in order:
- EDU 743 - Bld Mindful Clssrm: Persnl Pract (3)
- EDU 744 – Bld Mindful Clssrm: Clssrm Prct (3)

The following courses can be taken in any sequence, and at any time during the program:
- EDU 745 - Trauma: Teaching through Experiences (3)
- EDU 746 - SEL - Building a Classroom into a Community (3)
- EDU 747 - Teaching Empathy: Changing Humanity (3)

Special Education Endorsement

1. Option 1 Special Education 7-12 (For certified teachers)
2. Option 2 Special Education K-6 (For certified teachers)
3. Option 3 Special Education K-12 (FOR FAST TRACK STUDENTS ONLY)

Required 25 credits for all SPED certificate candidates:
- EDS 605 - Behavior Intervention Strategies (3)
- EDS 610 - Collabrtv Tch-An Inclusion Model (3)
- EDS 620 - Exceptional Children (3)
- EDS 621 - Advanced Assessment (3)
- EDS 621L - Advncd Assessment Practicum (1)
- EDS 622 - Schl Programmng Excptnl Stdnts (3)
- EDS 626 - Adv Instructional Adaptations (3)
- EDS 631 - Tch Strategies Exceptionl Chldrn (3)
- EDS 632 - Critical Issues in Special Eductn (3)

Option 1: For the 7-12 Special Education endorsement, complete the following:
- EDU 602 - Assessment for Learning (3) or
  - EDU 645 - Assessment of Literacy (3)
- EDS 625 - Methds Tch Mild, Modrt Specl Ed (3)
- EDU 663 - Reading & Writing Content Area (3)
- EDS 680B - Practicum 7-12 Special Educ (3)

For elementary teachers who wish to add this endorsement, you must complete an additional practicum experience in the secondary schools.

Option 2: For the K-6 Special Education Endorsement, complete the following:
- EDU 602 - Assessment for Learning (3) or
  - EDU 645 - Assessment of Literacy (3)
- EDS 625 - Methds Tch Mild, Modrt Specl Ed (3)
- EDU 663 - Reading &Writing Content Area (3)
- EDS 680A - Practicum K-6 Special Eductn (3)

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

Option 3: For the Initial Certification at the Advanced Level Student only: K-12 Certification
- EDU 602 - Assessment for Learning (3) or
  - EDU 645 - Assessment of Literacy (3)
- EDS 625 - Methods of Teaching Mild, Moderate Special Education (3)
- EDS 655 - Internship for Special Education (8)
- EDU 663 - Reading & Writing Content Area (3)
- EDS 665 - Special Ed Beginning Tcher Sem (3)
- EDS 680A - Practicum K-6 Special Eductn (3)
- EDS 680B - Practicum 7-12 Special Eductn (3)
- You must complete a reading course, a writing course, and a mathematics course for elementary students. (9)
- Completion of all other Initial Certification at the Advanced Level courses required.

Content Testing

Effective September 1, 2015, candidates applying for any initial endorsement(s) to be placed on a Nebraska certificate must provide evidence they have passed the required Praxis II test for the endorsement. Both certified and Initial Certification at the Advanced Level Students seeking a Special Education endorsement must pass the Special Education: Core Knowledge and Applications test, code 5354.

Master of Education in Educational Leadership

Master of Education in Educational Leadership
The Master of Education program in Educational Leadership develops servant leaders who are scholarly practitioners leading in schools for the good of students and colleagues, regardless of position. Program completers are effective educational leaders, focusing on inclusive and responsive teaching, learning, and continuous improvement. The M.Ed. Educational Leadership program consists of a series of integrated courses and experiences related to effective leadership in PK-12 school settings. Through classroom learning, experiences in the field, reflective activities, and action-based research, students demonstrate an increasingly complex understanding of the role of leaders in today's schools.

All participants begin the program during the summer term in a Cadre, which provides continuity and support as students move through the program together. Action research and field experiences are earned in area school settings during the academic year, with seminars in Lincoln and Omaha.

Students seeking either a Master of Education in Educational Leadership and/or a Nebraska principal certification at one level, PK-8 or 7-12, are required to complete 36 credits. A 45-credit hour program is available for students pursuing PK-12 certification.

Core Values
- Leadership is collaborative and inclusive.
- Leadership is active.
- Leadership is an ethical focus on improving teaching and learning for all.

Program Outcomes
The Educational Leadership Program develops the knowledge, skills and professional dispositions of servant leadership needed for effective school leadership.

Leadership Dispositions: Educational leadership program completers understand and demonstrate the capability to promote the success and well-being of each student, teacher, support staff, and leader by applying the knowledge, skills, and dispositions necessary for professional norms; ethical behavior; values; relationships; decision-making; and learner. (CAEP Standard A.1.1 professional standards, A.1, A.2,; ELCC Standard 5.0; NELP Standard 2, 3; NDE Principal Standard 8; NDE Rule 24 Principal Guidelines Standard 5, 8; Praxis V; PSEL Standard 2, 3)

Essential Elements:
- **Professional Norms:** Candidates, as servant leaders, understand and can enact the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement. (CAEP A.1.1 collaboration, A.1.1 dispositions, A.1.1 code of ethics, A.1.2; NELP 2.1; ELCC 5.1; PSEL 2.a, 2.b)
- **Ethical Behavior:** Candidates, as servant leaders, understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior. (CAEP A.1.1 dispositions, A.1.1 code of ethics, A.1.2; NELP 2.4; ELCC 5.2; NDE Rule 24 5.1, 5.2; NDE Principal Standard 8; Praxis V.A; PSEL 2.c)
- **Values:** Candidates, as servant leaders, understand, model, and can promote the values of democracy, equity, diversity, and social justice. (CAEP A.1.1 dispositions, A.1.2; NELP 2.3; ELCC 5.3, 5.5; NDE Rule 24 5.3; Praxis IV.B; PSEL 2.d, 2.e)
- **Relationships:** Candidates, as servant leaders, lead with interpersonal and communications skill, socio-emotional insight, and understanding of all students' and staff members' backgrounds and culture (CAEP A.1.1 dispositions, A.1.1 collaboration, A.1.2; NELP 3.4; Praxis V.C; PSEL 2.e)
- **Decision-Making:** Candidates, as servant leaders, understand and can evaluate the potential moral and legal consequences of decision making in the school. (CAEP A.1.1 dispositions, A.1.1 laws/policies, A.1.1 code of ethics, A.1.2, CAEP A.1.1 research; NELP 2.2; ELCC 5.4; NDE Rule 24 5.4; NDE Principal Standard 8; Praxis V.A.4)
- **Learner:** Candidates, as servant leaders, understand and can model continuous learning to increase adult and student learning, to stay current, to be a thought leader, and to develop reflective practices on the application of their learning. (NELP 2.1; PSEL 7.c, 7.f)

Strategic Leadership: Educational leadership program completers understand and demonstrate the capability to promote the success and well-being of each student, teacher, support staff, and leader by applying the knowledge, skills, and dispositions necessary for mission and shared vision; school culture; forecasting; support; and continuous improvement. (CAEP Standard A.1, A.1.1 professional standards, A.2; ELCC Standard 1, 6; NELP Standard 1, 7; NDE Principal Standard 1, 2; NDE Rule 24 Principal Guidelines Standard 1, 6; Praxis I; PSEL Standard 1 and 10)

Essential Elements:
- **Mission/Shared Vision:** Candidates understand and demonstrate the capability to collaboratively develop, articulate, implement, and steward a shared mission and vision of learning for a school. (CAEP A.1.2; NELP 1.1, 7.2; ELCC 1.1, NDE Rule 24 1.1; NDE Principal Standard 1; PSEL 1.a,1.b, 1.d, 1.f)
- **School Culture:** Candidates understand and demonstrate the capability to articulate, advocate, model, and cultivate a set of core values that define the school's culture. (CAEP A.1.2; NELP 1.2)
- **Forecasting:** Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies. (CAEP A.1.1 technology, A.1.1 laws/policies, A.1.2; ELCC 6.3; NDE Rule 24 6.3; PSEL 10.f)

- **Support:** Candidates understand and demonstrate the capability to build, maintain, and evaluate a coherent system of academic and social supports including school-wide behavior management, extra curricular activities, and accommodations to meet the full range of needs for each student. (CAEP A.1.2; NELP 1.3; PSEL 5.c)
- **Continuous Improvement:** Candidates understand and can demonstrate the capability to systematically engage staff and school community to develop, implement, and evaluate a continuous, responsive, sustainable, data-based school improvement process to achieve the mission of the school. (CAEP A.1.1 data literacy, A.1.1 supportive school environment, A.1.1 research, A.1.1 collaboration, A.1.1 technology, A.1.2; NELP 1.4; ELCC 1.2; NDE Rule 24 1.3, 1.4, 1.5; NDE Principal Standard 2; Praxis I.A.1-2, I.B.2, I.C.1-8; PSEL 1.e, 10.b, 10.d)

Instructional Leadership: Educational leadership program completers understand and demonstrate the capability to promote the success and well-being of each student, teacher, support staff, and leader by applying the knowledge, skills, and dispositions necessary for: equitable learning environment; learning system; instructional practice; assessment practice; responsive professional learning, and supervision and evaluation (CAEP Standard A.1, A.1.1 professional standards, A.2; ELCC Standard 2, 3; NDE Principal Standards 3, 4, 6; NDE Rule 24 Principal Guidelines Standard 2, 3; NELP Standard 3, 4, 7; Praxis II; PSEL Standards 2, 3, 4, 5, 6)

Essential Elements:
- **Equitable Learning Environment:** Candidates understand and can demonstrate the capability to develop, implement, and monitor a safe, caring, healthy, and culturally responsive school environment in which each student, teacher and leader is known, accepted, valued, trusted, respected, cared for, and encouraged to be an active and responsible member of the school community. (CAEP A.1.1 data literacy, A.1.1 supportive school environment, A.1.2; NELP 3.1, 3.4, 4.4, 7.3; NDE Rule 24 2.1; NDE Principal Standard 3, 4; Praxis II.A.4, B.8; PSEL 3.b, 3.h, 4.a, 5.a,5.b)
- **Learning System:** Candidates understand and can demonstrate the capability to develop, implement, and monitor an aligned, rigorous, and coherent system of curriculum, instruction and assessment that is responsive to student needs while implementing high expectations for all students. (CAEP A.1.1 research, A.1.2; NELP 4.1; ELCC 2.2, 3.5; NDE Rule 24 2.2; NDE Principal Standard 3, 4; Praxis II.B; PSEL 4.b)
- **Instructional Practice:** Candidates understand and can demonstrate the capability to promote, challenging, intentional, and engaging instruction that is consistent with learning theory, effective pedagogy, and the social, emotional, cultural, and intellectual needs of the student. (CAEP A.1.1 technology, A.1.2; NELP 3.4, 4.2; NDE Rule 2.4 2.3, 3.5; NDE Principal Standard 3; Praxis II.A.1; PSEL 4.c, 4.d)
- **Assessment Practice:** Candidates understand and can demonstrate the capability to develop, implement, and monitor a system of assessment to collect, analyze, and utilize data to monitor student progress and improve instruction for all students. (CAEP A.1.1 data literacy, A.1.1 research, A.1.1 technology, A.1.2; NELP 4.3; NDE Rule 24 2.5; NDE Principal Standard 3; Praxis II.B.2, 5, II.C.1-4; PSEL 2.f, 2.g)
- **Responsive Professional Learning:** Candidates understand and can demonstrate the capability to develop, implement, and monitor a system of continuous professional learning that builds instructional and leadership capacity to recognize, confront, and alter institutional biases reflected in the learning system, learning environment, and instructional practice that result in student marginalization, deficit-based schooling, and low expectations. (CAEP A.1.1 collaboration, A.1.2; NDE Rule 24 2.6, 3.4; NDE Principal Standard 6; NELP 3.3, 3.4, 4.4, 7.3; 7.4; Praxis II.A.2, 7; PSEL 6.c, 6.f)
- **Supervision and Evaluation:** Candidates understand and can demonstrate the capability to develop, implement, and monitor a system of supervision and evaluation that provides actionable feedback about instruction, leadership, and other professional practices. (CAEP A.1.1 collaboration, A.1.2; NELP 7.4; ELCC 2.3; NDE Rule 24 2.4; Praxis II.A.6; PSEL 6.e)

Organizational Leadership: Educational leadership program completers understand and demonstrate the capability to promote the success and well-being of each student, teacher, support staff, and leader by applying the knowledge, skills, and dispositions for: human resource system; equitable access; operational systems; communication systems; and legal compliance. (CAEP Standard A.1, A.1.1 professional standards, A.2; ELCC Standard 3.0; NELP 3, 5, 6., 7; NDE Principal Standards 5 and 6; NDE Rule 24 Principal Guidelines Standard 3; Praxis I, III; PSEL Standard 3, 6, 8, 9;)

Essential Elements:
- **Human Resource System:** Candidates understand and demonstrate the capability to develop, implement, and monitor a human resource management system that recruits, hires, supports, develops, and retains effective and caring educational personnel. (CAEP A.1.1 collaboration, laws/policies, A.1.2; NDE Rule 24 3.2; NDE Principal Standard 6; NELP 7.1; ELCC 3.1; Praxis III.B; PSEL 6.a, 6.b, 9.b)
- **Equitable Access:** Candidates understand and can demonstrate the capability to ensure that each student has equitable access to effective teachers, challenging learning opportunities, and academic, social, and behavioral support necessary for success. (CAEP A.1.2; NELP 3.2; PSEL 3.c)
- **Operational Systems:** Candidates understand and can demonstrate the capability to develop, implement, and monitor school management and operational systems to efficiently use human, fiscal, and technological data and resources to support continual learning and improvement. (CAEP A.1.1 data literacy, A.1.1 collaboration, A.1.1 technology, A.1.2; NDE Rule 24 3.1; NDE Principal Standard 5; NELP 6.1, 6.2; ELCC 3.1; Praxis 1.B.3. III.A; PSEL 9.a, 9.c)
- **Communication Systems:** Candidates understand and can demonstrate the capability to develop, implement, and monitor multifaceted, two-way communication systems to engage students, family, staff and community to develop collective accountability for student success. (CAEP A.1.1 collaboration, A.1.2; NELP 5.1, 6.3; Praxis 1.B.4; PSEL 8.c)
- **Legal Compliance:** Candidates understand and can demonstrate the capability to comply with applicable laws and school-based policies and procedures to protect the welfare, safety and success of students and staff. (CAEP laws/policies, A.1.2; NDE Rule 24 3.3; NELP 6.4; Praxis III.C; PSEL 9.h)

Community/Political Leadership: Educational leadership program completers understand and demonstrate the capability to promote the success and well-being of each student, teacher, support staff, and leader by applying the knowledge, skills, and dispositions for educational environment; engagement; partnerships; advocacy; policy and political engagement, and supportive school community. (CAEP Standard A.1, A.1.1 professional standards, A.2; ELCC Standards 4.0 and 6.0; NELP 3, 5; NDE Principal Standard 7, 8; NDE Rule 24 Principal Guidelines Standard 4, 6; Praxis I, IV, VI; PSEL Standard 3, 8;)

Essential Elements:
- **Educational Environment:** Candidates understand and can collaborate with staff and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment. (CAEP A.1.1 data literacy, A.1.1 supportive school environment, A.1.1 collaboration, A.1.2; NDE Rule 24 4.1; NELP 1.4; ELCC 4.1; Praxis 1.B.1)
- **Engagement:** Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. (CAEP A.1.2; ELCC 4.3; NDE Rule 24 4.3; NDE Principal Standard 7; Praxis IV.A; PSEL 4.b, 8.e)
- **Partnerships:** Candidates understand and can demonstrate the capability to build and sustain productive partnerships in the public and private sectors to promote school improvement and student academic and social well-being. (CAEP A.1.1 collaboration, A.1.2; NELP 5.3; ELCC 4.4; NDE Rule 24 4.4; PSEL 8.d, 8.e, 8.j; NDE Principal Standard 7; Praxis I.A.4, IV.A,C)
- **Advocacy:** Candidates understand and can demonstrate the capability to advocate for the needs and priorities of the school, district, students, families, and community. (CAEP laws/policies,, A.1.2; ELCC 6.1; NELP 5.4; NDE Rule 24 6.1; Praxis IV.B, VI.A, B; PSEL 8.d, 8.h, 8.i)
- **Policy and Political Engagement:** Candidates understand and demonstrate the capability to operationalize policy and to advocate at the local, district, state, and national level for decisions to strengthen student learning in and out of school. (CAEP A.1.2; ELCC 6.2; NELP 5.2; NDE Principal Standard 8; NDE Rule 24 6.2; Praxis IV.B, VI.A, B; PSEL 8.h)
- **Supportive School Community:** Candidates understand and demonstrate the capability to build and maintain a school culture that ensures each student and family is treated fairly, respectfully, in a responsive manner and free from biases associated with characteristics such as culture, exceptionalities, gender. language, race, sexual orientation, or socio-economic status. (CAEP A.1.1 supportive school environment, A.1.2; NDE Rule 24 4.2; NELP 3.4; Praxis IV.B, VI.A, B; PSEL 3.a, 3.e)

Doane EDL Learning By Doing

Leadership Experiences: Educational leadership program completers engage in a substantial and sustained school leadership experience that develops their ability to promote the success and well- being of each student, teacher, support staff, and leader by engaging in leadership practicums, leadership internship, and leadership field experiences that are school-based and supervised by collaborative mentors. (CAEP Standard A.1, A.1.1 professional standards, A.2; ELCC STANDARD 7; NDE Rule 24 Principal Guidelines Standard 7; NELP Standard 8, 9)

- **Leadership Experiences:** Candidates design coherent, goal-based, authentic experiences that provide opportunities to synthesize and apply the content knowledge, develop and refine the professional skills and dispositions, and demonstrate their capabilities in each of the Educational Leadership Program Standards (listed previously). (CAEP A.1.2, A.2.2; ELLC 7.1; NDE Rule 24 7.1, 7.3, 7.4, 8.1, 8.2; NELP 8.1)
- **School-Based:** Candidates engage in a minimum of 100 leadership practicum hours, 80+ leadership internship hours, and 100 leadership field experience hours that are active leadership within the school setting. (CAEP A.1.1 collaboration, A.1.2; ELCC 7.2; NDE Rule 24 7.2; NELP 8.2.
- **Collaborative Mentor:** Candidates work with and are supervised by a collaborative team of mentors, including school-level supervisor/s and Educational Leadership Instructors who demonstrate effective leadership, are present for a significant portion of the leadership experiences and work collaboratively for mentoring and supervision purposes. (CAEP A.1.1 collaboration, A.1.2, A.2.1; ELCC 7.3; NDE Rule 24 7.3, 8.2; NELP 8.3)

Citations:
- • CAEP - Council for Accreditation for Educator Preparation
- ELCC - Educational Leadership Constituent Council Standards
- NDE Principal Standard - Nebraska Department of Education Principal Standards, 2011
- NDE Rule 24 Principal Standards - Nebraska Department of Education Principal Endorsement Guidelines
- NELP- National Educational Leadership Preparation Standards for Building Level Leaders
- Praxis - Educational Leadership: Administration and Supervision (5412) Topics - Content test required for Initial Certification for Principal Endorsement
- PSEL - Professional Standards for Educational Leaders, National Policy for Educational Administration, 2015

Categories of Graduate Students

Two broad categories of graduate students are recognized by the Educational Leadership program: degree-seeking and non degree-seeking. Degree-seeking students are those who are pursuing the Master of Education degree and the Nebraska Standard Administrative Certificate. Non-degree-seeking students are those who have already completed a graduate educational leadership program and are seeking a PK-12 endorsement or are taking additional educational leadership credits to renew a Nebraska Standard Administrative Certificate.

Admission Requirements

All students applying for admission to the Educational Leadership program will submit the following items:
1. A completed application for admission.
2. A copy of a current teaching certificate via the Department of Education online portal, if applicable..
3. A resume.
4. A writing sample (about 250-500 words) indicating reasons for interest in Doane's Educational Leadership program and philosophy of teaching,learning, and leadership.
5. Official transcripts for bachelor's degree, and any graduate institution attended The undergraduate GPA or graduate GPA must show an overall minimum GPA of 3.0. Transcripts must be sent directly from the institution to etranscripts@doane.
6. Commendations from two professional associates, using the online application recommendation link.

An interview with an Educational Leadership program director or designer, who teaches in the Educational Leadership program, is included in the application process. . The Educational Leadership program director will then determine, based upon the credentials submitted and the interview, the student's acceptance status.

Full Graduate Standing

After completion of nine credit hours of graduate credits (including EDL 675 and EDL 680/EDL 682), the files of all students in the cadre are reviewed by the directors of the program concerning the students' eligibility for full graduate standing. The criteria for full graduate standing in the Master of Educational Leadership program are as follows:
1. The student must have completed all admission requirements.
2. The student must have completed at least nine hours of graduate study at Doane with a 3.00 or higher cumulative grade point average. A student receiving any grade below a B for any graduate course will have his/her file reviewed even though the student's cumulative GPA may be 3.00 or higher.
3. The student meets all requirements of the State of Nebraska, Title 92, Nebraska Administrative Code (NAC) Rule 21 pertaining to felonies and misdemeanors in any criminal or drug court, as well as court declaration of mental illness, dangerous person, mentally incompetent, and mental incapacity.
4. The student is reviewed for leadership potential, including the ideals expected of individuals in school administrative positions and outlined in the program's core values, for attitudes and skills that promote what is needed for effective school leadership, and for indicators of probable success in the field.

Decisions are communicated to the student in writing as soon as practical after the student completes the first nine hours of the Cadre experience and prior to enrollment in the spring practicum.

Transfer Credit

A student may transfer up to six hours of graduate credit into the Educational Leadership program. Transfer credit must have been earned from an accredited institution of higher learning. Any course considered for transfer is reviewed individually for recency and relevancy of the material as it relates to best practice and theory at the time of the review. The recency standard includes work completed within seven years before beginning the program. Courses are reviewed for relevance as related to educational areas of instructional improvement, critical issues, and assessment.

Final determination of transfer credit is made by the program directors. Only graduate courses in which the student's letter grade is "B-" or above may be considered for transfer credit and applied toward fulfilling degree and certification requirements. A maximum of three credits of courses with an earned grade of a "Pass" or "Credit" may be transferred. All transfer courses are entered on the transcript with a grade of "P" (Passed).

Each student is responsible for making a formal request to have his/her official transcripts sent to Doane University. Transcripts must be received prior to beginning coursework in the program.

Time Limitations

A student is expected to complete the degree within seven years of beginning graduate study at Doane University. If a student withdraws from the Cadre, it is necessary to wait one year to resume with the next Cadre. The program directors will determine if a student can resume participation in the program if the time away from the program extends beyond one year. If previously completed course material is no longer relevant, the student must retake appropriate graduate courses as part of the program of study. If a student is out of the program three years or more, coursework must be repeated.

Second Master of Education Degree

Students who have completed the Doane University Master of Education in Curriculum and Instruction degree and seek administrative certifications must add the core 27 credit hours of Cadre courses needed for certification to complete the Master of Education in Educational Leadership. These students have completed nine credits of EDU 600, EDU 601, and EDU 602, which apply toward the 36 credits required for the Master of Education in Educational Leadership.

Master of Education in Educational Leadership (EDL)

Program Design

A minimum of thirty-six credit hours of educational graduate coursework are required. Students begin the program in the summer and move through the program as part of a Cadre. If a student is seeking PK-12 certification, a 45 credit-hour program is required. Graduate students in Educational Leadership are allowed to register for a maximum of six credit hours each term in the fall and spring and 12 credit hours during the summer term.

Requirements for the Educational Leadership, M.Ed.

The course requirements are as follows:

- EDL 675 - Foundations of Ed Leadership (6)
- EDL 680 - Elementary Field Experience I (3) or
  - EDL 682 - Secondary Field Exp I (3)
- EDL 683 - Elementary Field Exp II (3) or
  - EDL 685 - Secondary Field Exp II (3)
- EDL 621 - Internship Educational Leaders (3)
- EDL 686 - Foundations of Continuous Improvement: Educational Leadership (6)
- EDL 687 - Application of Continuous Improvement: Educational Leadership (3)
- EDL 695 - Research and Implementation: Educational Leadership (3)

- EDU 600 - Improvement of Instruction (3) * or
  - EDL 716 - Teacher Supervision and Evaluation: Improvement of Instruction for Leaders (3)
- EDU 601 - Critical Issues in Education (3) * or
  - EDL 714 - Diversity, Equity, and Cultural Proficiency (3)
- EDU 602 - Assessment for Learning (3) * or
  - EDU 614 - Assessmnt Litrcy Dev (3) or
  - EDL 676 - Assessment of Student Learning for Educational Leaders (3)

Note:

Six hours of transfer credit can be applied for applicable courses from other institutions.

Program Completion Criteria

Completion of the Master of Education degree in Educational Leadership prepares students for the Standard Administrative Certificate in Nebraska. This certificate is valid for teaching and administration in all Nebraska school systems, except for the position of superintendent of schools. There are two forms of review prior to recommending certification.

1. Nebraska Department of Education Rule 21 and Rule 24 requirements are as follows:
- complete at least two years of teaching in a PK-12 school,
- hold or qualify for a Nebraska standard or professional teaching certificate or its equivalent,
- complete a three-credit-hour course in special education that meets state guidelines,
- complete an accepted course in human relations training,
- affirm no felony convictions nor any misdemeanor convictions involving moral turpitude, and
- affirm no court order or determination currently in effect which finds the student to be mentally unhealthy as determined by Title 92, Rule 21of the NAC.

2. Recommendation for certification for Doane University for the Administrative Endorsement is determined by the student's potential as indicated by the following:
- completion of all Nebraska Department of Education requirements,
- successful completion of all coursework for the Master of Education in Educational Leadership,
- a cumulative grade point average of 3.0 or higher for all courses leading to the degree,
- completion of the Certification Tracking form and application for degree form, and
- successful completion of the Portfolio and project requirements.

An Educational Leadership Program Director recommends to the Certification Officer those students who should be certified. The Certifying Officer then recommends those students to the Graduate Faculty in Education for approval.

Effective September 1, 2015, candidates applying for any initial endorsement(s) to be placed on a Nebraska certificate must provide evidence of a passing score on the required Praxis II test for the endorsement. Students seeking an endorsement as an administrator must pass the Educational Leadership Administration and Supervision test.

Master of Education in School Counseling

The Doane University Master of Education in School Counseling is designed for certified teachers and students with a college degree. It includes 48 hours of course work in school counseling and for those without a teaching certificate an additional 12 hours of education course work. As part of this program students will participate in site based practice--150 hours in Practicum and 450 hours in Internship as designated by the Nebraska Department of Education for licensure. The mission of the program is to prepare graduates to become highly competent school counselors through the ability to reflect, work collaboratively, and respond to student needs.

Program Outcomes

Students in the program will
1. become skilled in the delivery of services within schools;
2. be knowledgeable about current trends in school counseling programs;
3. demonstrate the ability to collaborate with other school personnel, families, and community services;
4. be able to demonstrate the ability to establish and implement interventions that meet students' needs;
5. be able to assess the cognitive, behavioral, and academic needs of students; and
6. be able to implement a comprehensive school counseling program that meets all students.

Admission Requirements

1. Official transcripts from the institutions granting the undergraduate degree and any graduate work that is to be considered for transfer credit. Transcripts must be sent directly from the institution to Doane University, Recruitment, 303 North 52nd Street, Lincoln, NE 68504.
2. An undergraduate GPA of 3.0
3. Three professional recommendations
4. Personal Essay

Students seeking an endorsement as a school counselor must pass the Professional School Counselor test upon completion of the program for Nebraska certification. A background check is also required for students without a teaching certificate as part of the registration process.

Full Graduate Standing

Full Graduate Standing will be granted to students upon the successful completion of 9 hours of Graduate Education credit with a 3.00 or higher cumulative grade point average. A student receiving any grade below a B for any graduate course will have his/her file reviewed even though the student's cumulative GPA may be 3.00 or higher.

Decisions are communicated to the student as soon as practical after the student completes 9 hours of Graduate Education credit.

Transfer Credit

A student may transfer up to 12 graduate credit hours into the program. This credit must have been earned from a regionally accredited institution of higher learning. Any course considered for transfer is individually reviewed for recency and relevance of the material as it relates to best practice and theory at the time of review. Transfer credit should be work completed within **seven** years prior to application to the program. Final determination on transfer credit is made by the Director of the program. Only graduate courses in which the student's letter grade is a "B-" or above may be considered for transfer credit and applied to degree requirements. Only six credits of courses with a grade of "Pass" or "Credit" may be transferred. All transfer courses are entered on the transcript with a grade of "P" (Passed).

Each student is responsible for making a formal request to have the official transcript(s) sent to Doane University, Graduate Studies in Education 5000 Central Park, Lincoln, NE 68504 or etranscripts@doane.edu. These transcripts must be received prior to consideration for full graduate standing.

Time Limitations

A student is expected to complete the degree within seven years of beginning graduate study at Doane University. If previously completed course material is no longer relevant, the student must retake appropriate graduate courses as part of the program of study, as determined by the Program Director and Dean of the College of Education.

Master of Education in School Counseling (COE)

For those with a teaching certificate Complete 48 credits:

Tier 1

- COE 601 - Counseling Theories and Methods for K-12 Schools (3)
- COE 605 - Critical Issues School Counseling (3)
- COE 615 - Cnsling Skills & Crisis Intervntn (3)
- COE 616 - College and Career Readiness (3)
- COE 622 - Counseling Practices (3)
- COE 625 - Social Justice in Schl Counseling (3)
- COE 630 - Social and Cultural Awareness in School Counseling (3)
- COE 633 - Human Development (3)
- COE 635 - School Cnslng & Special Popltns (3)
- COE 655 - Ethics, Law and Professional Practice for School Counselors (3)

Tier 2

- COE 610 - Interpreting Data in Schl Cnsling (3)
- COE 620 - Universal Supprts in Schl Cnslng (3)
- COE 634 - Grp Cnslng for Schl Counselors (3)
- COE 650 - Programming for Schl Cnsling (3)

Tier 3

- COE 602 - Practicum Lab in Counseling (3)
- COE 691 - Internship in Counseling (3)

For those without a teaching certificate Complete 60 credits

Note: If the student does not hold a teaching certificate but does have a college degree, the student must take the following 12 additional semester hours of professional teacher education coursework related to teaching:

- EDU 601 - Critical Issues in Education (3)
- EDU 654 - Foundations of Teaching for School Counselors (3)
- EDU 670 - Classroom Management (3)
- EDS 620 - Exceptional Children (3)

Education Specialist Degree

The Education Specialist degree is designed for individuals preparing for leadership roles at the district levels of the education system. Completion of the program includes eligibility for the highest level of administrative certification with an endorsement for the superintendency as well as an Education Specialist (Ed.S.) degree. This program of study, learning activities, and demonstrations will result in the capacity to provide leadership in school districts. The Ed.S. program includes knowledge, skills, and dispositions needed in the operation and leading of schools at the district level.

The Ed.S. program is a natural extension of the Master's level Educational Leadership program that prepares professionals for building-level leadership. The features of the EDL program that will be continued in the Ed.S. program include 1) a cadre approach, 2) demonstration of capacity to apply knowledge, skills, and dispositions as leaders, 3) learning through reflective practice, and 4) documentation of leadership capacity through professional writing and demonstrations.

Participants will begin the program at the same time and remain as a cadre for the three years of the program (33 credit hours). Classes typically meet in person one Sunday per month during the academic year and one weekend per month during the summer.

Leadership Demonstration Expectations

Ed.S. graduates will be expected to demonstrate the following:

- The capacity for leadership at the district level that aligns leadership at the school and program-levels to the mission, vision, and values of the district. In addition, the leaders will demonstrate capacity for building strategic plans that include goals, priorities, and implementation plans at both the system and school-program levels designed to achieve the district vision.
- The capacity for leading continuous improvement planning at the district and school-program levels using data to inform decision-making and the evaluation of program effectiveness.
- The capacity to apply the knowledge and skills of organizational development and systems approaches to the complex operations of the district and schools that support the core work of classrooms and the core activities of teaching and learning.
- The capacity for engagement of the school-community in addressing current issues, problems, and trends in the development of policy.

Program Outcomes

The Education Specialist program of leadership development is designed around five major themes:

1. Strategic Leadership
2. Curriculum Leadership
3. Organizational Leadership
4. School-Community Leadership
5. Policy and Political Leadership

Strategic Leadership
The strategic leader:

- Has a clear and working philosophy of leading and leadership that reflects the many dimensions to which leadership is connected.
- Demonstrates the ability to build vision by engaging stakeholders in defining vision, mission, and core values for the system.
- Demonstrates the ability to align programs and practices to the organization's mission, vision, values, and priority goals.
- Demonstrates the ability to act ethically, making decisions based on data and the engagement of stakeholders.
- Continuously works to evaluate programs and practices for their contribution to the mission, vision, values, and priorities of the organization/system.
- Articulates and consistently demonstrates a philosophy of organizational work/leading that honors diversity, equity, and inclusion.
- Designs/adapts, and utilizes leadership processes to achieve common goals.
- Values ethical action in the organization/community.
- Uses data to make informed decisions that support thoughtful innovation, problem-solving, and decision-making.
- Provides ongoing assessment of resources, programs, plans, processes, and products.
- Addresses competing priorities and values.

Curriculum Leadership:
The curriculum leader:

- Demonstrates understanding of the practices of curriculum design, instructional planning, and assessment as they relate to continuous improvement of teaching and learning and how they each fit into a systems approach to teaching and learning.
- Demonstrates the capacity to develop professional learning communities within the organization and the capacity to infuse data and information into the collaborative process of developing better practices in teaching and learning.

- Demonstrates the ability to provide for the assessment of student learning in ways that promote student self-assessment, provide information needed by teachers to adjust instruction, and frame the information needed for public reporting of student learning.
- Demonstrates the ability to engage others collaboratively to create an inclusive community that honors diversity and cultural competence.
- Demonstrates leadership in the design and implementation of processes for the development, revision, and renewal of system-wide planning for continuous improvement including planning.
- Creates a system of supervision and evaluation reflecting the priority of improving learning as the core work of the system.
- Creates collaborative plans and strategies to address the capacity-building and professional development needs of the organization/system.
- Ensures that diversity is honored in gender, ethnicity, culture, socio-economic status, language, and exceptionalities that impact learning through the organization, direction, and facilitation of planning and implementing appropriate curriculum, instruction, and assessment.
- Ensures that the system has a plan and process in place to assess progress including the capacity to use data for making decisions, planning, and implementation of efforts at continuous improvement, and for public reporting of critical learning outcomes.

Organizational Leadership:

The organizational leader:

- Understands the organization as a system and demonstrates leadership at the system level.
- Understands the importance of aligning the work of the organization at all levels to be supportive of the core of the organization (i.e., the classroom and school/department/unit), the core "actors" of the organization (i.e., the teachers and students), and the core work of the organization (i.e., teaching and learning).
- Provides for the alignment of resources to support the mission of the organization, the core workers (teachers and students), and the work of the classrooms (teaching and learning).
- Provides leadership to the design, planning, implementation, and evaluation of policies and practices that provide for the safety, health, and welfare of those engaged in the work of the educational community.
- Demonstrates the ability to ensure that student activity programs are planned with alignment to the mission, vision, and goals of the organization and that they provide opportunities for all students to participate in learning activities designed to teach participation, democratic principles, cooperation, collaboration, teamwork, respect for one another, and sportsmanship.
- Demonstrates understanding of how to design, plan for, implement, and evaluate processes for the recruitment, selection, and induction of personnel with attention to equity and diversity.
- Demonstrates the knowledge, skills, and dispositions of developing a budget for the district that aligns with the mission, vision, and values of the district and allocates fiscal and other resources to district/school goals and priorities.
- Demonstrates the capacity to create plans and processes for maximizing organization/systems investment in non-fiscal resources such as buildings and grounds, transportation systems, food service programs other non-instructional programs and services effectively using such enterprise budget strategies as depreciation funds, building funds, special funds, adjunct funds, and other such enterprise budgetary funding categories.
- Demonstrates an understanding of the tools and processes for maximizing fiscal resources through establishing foundations, partnerships, and grants.
- Demonstrates the ability to design, plan, implement, and evaluate systems of performance appraisal for all staff.

School-Community Leadership:

The school-community leader:

- Understands the role of the organization in developing the relationships required to provide support for success in learning and in achieving the educational goals held for all students.
- Understands the role of the organization/systems community in supporting students and families, and understands the strategies for identifying and accessing the resources needed by children, their families, and the educational system.
- Understands the challenges of diversity, and the need for cultural competency in policy, programs, and practices.
- Understands the depth and breadth of the principle of equity and the opportunity to learn.
- Demonstrates understanding of the conditions affecting learning by collaborating and developing relationships with community agencies to integrate educational support services for families.
- Demonstrates leadership for the organization in promoting issues relating to diversity, equity, and inclusion.
- Demonstrates leadership to ensure policies and practices to meet the challenges of diversity in providing all students equitable opportunities to learn and ensure the equitable distribution of learning outcomes.
- Demonstrates a leadership role in forming collaborative relationships and building support for all personnel.
- Demonstrates leadership in the development, implementation, and evaluation of communication plans that are designed to enhance two-way communication and to be competent in addressing diverse needs and challenges including language.
- Demonstrates leadership that models sensitivity, respect, and empathy for multiple perspectives.

The policy leader:
- Understands the intricate relationship of policy at all levels local, state, and federal.
- Understands the critical difference between advocacy for a cause or on behalf of groups such as students and lobbying for a specific position or for the specific benefit/welfare of a secondary group.
- Leads the system's personnel in policies and practices that reflect consistency with legal provisions and statutory requirements.
- Leads the decision-making of the organization/system based on the moral and ethical implications of policy options and political strategies.
- Leads personnel in applying the legal guidelines and prescriptions of state and federal law, and statutory and case law.
- Leads the development of positive, collaborative working relationships with the governing boards of the organization/system.
- Uses the principle of practice supported by evidence/research to determine advocacy for various policy strategies and positions.
- Engages in the state and federal policy formulation appropriate to the role and needs of the organization/system of their employment.
- Develops connections and collaborations with key policy and political leadership within the organization and with those policy leaders that impact the work of the district from the state and federal levels.
- Works collaboratively with the policy and program level representatives from the regional, state, and federal agencies.
- Provides leadership to the governing board in the selection and participation in activities designed to develop board member knowledge and skills of policy leadership.
- Provides leadership to the governing board in the development of policy at the local level and in the influence of policy at the state and federal levels.

Categories of Graduate Students
The Education Specialist program recognizes only degree-seeking students pursuing the Education Specialist degree.

Admission Requirements
All candidates must have completed an approved Master's degree program. Endorsement as a superintendent in Nebraska is typically available for only those candidates who already hold a building-level principal endorsement. Candidates with Master's degrees in areas other than educational leadership should consult with the program director prior to application. Candidates must complete a disclosure statement of criminal history and any history of violations of the Code of Ethics of the Professional Practices Commission.

The application process is a three-step process:
1. The candidate completes the Application for Admission to Graduate Studies in Education form at www.doane.edu.
2. The admission process requires submission of the following:
    - a copy of the candidate's current teaching certificate when applicable,
    - a resume or vita that includes all professional teaching and administrative experiences or leadership positions,
    - a written statement by the candidate of the reasons for interest in the Ed.S. degree program including professional goals for leadership and the candidate's philosophy of education and leadership (250 - 500 words),
    - an official transcript showing the candidate's undergraduate degree emailed to etranscripts@doane.edu or mailed directly from the institution to Graduate Studies in Education, Doane University, 303 N 52nd Street, Lincoln, NE 68504,
    - official transcripts of all graduate hours completed and graduate degrees received emailed to etranscripts@doane.edu or mailed directly from the graduate institutions to Graduate Studies in Education, Doane University, 303 N. 52nd Street, Lincoln, NE 68504, and
    - three letters of recommendation.
3. Candidates will participate in an interview with the program director prior to program acceptance.

Full Graduate Standing
Full Graduate Standing will be granted to students upon the successful completion of 9 hours of the specified coursework with a 3.00 or higher cumulative grade point average. A student receiving any grade below a B for any graduate course will have his/her file reviewed even though the student's cumulative GPA may be 3.00 or higher.

Decisions are communicated to the student in writing as soon as practical after the student completes the first nine hours of the program.

Transfer Credit
Credit hours are not typically accepted as transfer credit for the Education Specialist degree. Students may contact the Program Director for more information or to discuss transfer credit policy.

Time Limitations
In the Education Specialist Program, a student is expected to complete the degree with their cadre or within a maximum of five years of beginning graduate study at Doane University. If a student withdraws from the cadre experience, it may be necessary to wait one year and resume classes with the next cadre. If the time away from the program extends beyond one year and the course material is deemed no longer relevant, the student must then retake appropriate graduate courses as part of the program of study.

Education Specialist (EDS)
Program Design
The Education Specialist program will include 27 hours of in-class work with a seminar approach. In addition to the in-class seminar work, the EDS candidate 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 program totals 33 credit hours.

Eleven Cadre/Core Courses
- ESD 705 - Issues in Leadership (3)
- ESD 710 - School Districts as Organizations (3)
- ESD 715 - Schl-Community Communictns (3)
- ESD 725 - Politics and Policy Leadership (3)
- ESD 820 - Leading & Respnding to Change (3)
- ESD 830 - Human Resource Leadership (3)
- ESD 850 - Finance, Rsrc Mngmnt, Brd Rltns (3)
- ESD 910 - Ethics of Leadership (3)
- ESD 920 - Leadership Internship I (3)
- ESD 930 - Curriculum, Instruction and Assessment Design (3)
- ESD 940 - Leadership Internship II (3)

Program Completion Criteria and Superintendent Endorsement Completion Criteria
Completion of the Education Specialist degree prepares students for the Standard Administrative Certificate with an endorsement for the Superintendency. Recommendation for certification for Doane University will be determined by the student's potential as indicated by the following:
1. completion of all Nebraska Department of Education requirements including passing the School Superintendent Assessment test,
2. successful completion of all coursework for the Education Specialist degree,
3. a cumulative grade point average of 3.00 or above for all courses leading to the degree,
4. completion of a one semester practicum in an accredited school district,
5. completion and presentation of a school improvement project at the district level,
6. completion and submission of a capstone project, and
7. filing of an application for degree form no later than the required date.

The ESD Program Director recommends to the Certification Officer of the university those students who should be certified. Graduates who complete the program without previous endorsement as a principal may not be eligible to apply for endorsement as a superintendent but must complete all other relevant requirements for the degree.

Content Testing
Effective September 1, 2015, candidates applying for any initial endorsement(s) to be placed on a Nebraska certificate must provide evidence they have passed the required Praxis II test for the endorsement. Students seeking an endorsement as a superintendent must pass the Superintendent Assessment test.

Doctorate of Education

About the Program
Doane's Doctorate of Education (EdD) prepares candidates for leadership roles through the development of research and analysis skills that allow candidates to create in-depth and highly specialized knowledge and expertise in a specific discipline or field of study. While the major focus of the EdD degree program of studies is research, the Doane University EdD is a practitioners' degree in which students apply the research process to present issues, problems, or programs which, in turn, will define the scope of study in which the candidate will be engaged.

EdD graduates develop the capacity to have an impact in their professional and personal roles in the communities in which they serve. Candidates develop expertise in a discipline or topic/field of study that has both immediate and future relevance to their professional roles, as well as the knowledge, skills and dispositions to be continuously engaged in issues of policy, program, and practice throughout their professional career.

This degree is for anyone involved in education at pre-K, K-12, or postsecondary level, industry, healthcare, and not-for-profit organizations who seeks the advanced degree as a capstone of their preparation.

Mission
The Doctorate of Education (EdD) prepares candidates for leadership roles through the development of in-depth and highly specialized knowledge and skills in a specific discipline or specific field of study. While the major focus of the EdD degree program of studies is research, the Doane University EdD is a practitioners' degree in which students apply the research process to present issues, problems, or programs which, in turn, will define the research in which the candidates will be engaged.

Vision
EdD graduates will develop the capacity to have an impact in their professional and personal roles in the communities in which they serve through
- development of expertise in a discipline or topic/field of study which has both immediate and future relevance to professional roles in education and
- development of the knowledge, skills, and dispositions to maintain their capacity to be continuously engaged in issues of policy, program and practice throughout their professional career.

Program Outcomes
The following are the strategic outcomes of the EdD degree experience.
Students will demonstrate an understanding of:
- Scholar Leadership by creating original research plans, conducting research, completing analysis and sharing and disseminating the results of their original research.
- Strategic Leadership by creating strategic plans to improve a need area within their organization or a community organization.
- Curriculum Leadership by creating a curricular plan relative to their organization and position or an community or culture with whom they work
- Organizational Leadership by applying research and metaphors to current organizational structures and creating representations of organizational models. .
- School-Community Leadership by identifying existing partnerships and creating a partnership plan.
- Policy and Political Leadership by following specific legislative policies and creating testimony and/or products to influence/provide information relative to legislation.

Admissions Eligibility
1. The candidate has completed an MA/MS program from an accredited institution.
2. Successful completion of at least six hours of graduate-level coursework in the past five years or documentation of completion of the equivalent in continuing-education units.
3. Completion of a disclosure statement of criminal history and any history of violations of the Code of Ethics of the Professional Practices Commission.

Application Process
1. Completion of the Application for Admission to Graduate Studies in Education-Education Doctorate Program plus $30.00 enrollment fee.
2. Completion requires:
    a. an official transcript showing the candidate's undergraduate degree mailed directly from the institution to Graduate Studies in Education, Doane University, 303 N 52nd Street, Lincoln, NE 68504 or emailed to etranscripts@doane.edu, official transcript(s) of all graduate hours completed and graduate degrees received,

    b.   official transcripts of all graduate hours completed and graduate degrees received mailed directly from the graduate institutions to Graduate Studies in Education, Doane University, 303 N. 52nd Street, Lincoln, NE 68504 or emailed to etranscripts@doane.edu a written statement by the candidate of the reasons for interest in the program including professional goals for leadership in his/her field, and the candidate's philosophy on the role of research and scholarly knowledge (250-500 words),

    c.   three letters of recommendation,

    d.   a copy of the candidate's current certifications, and

    e.   a minimum of a 3.0 cumulative GPA.

3.   Selected candidates will participate in an interview that will include a discussion of the candidate's personal philosophy of education, ability to engage others collaboratively, use of reflection for self-learning and discovery, ability to design and implement a research plan, plan for completing the program, and other evidence of capacity related to the program outcomes.

Selection Process

To be selected for an interview, the application and admission materials and documents will be reviewed by the graduate faculty of the College of Education at Doane University.

Full Graduate Standing

Full Graduate Standing will be granted to students upon the successful completion of 9 hours of Graduate Education credit with a 3.00 or higher cumulative grade point average. A student receiving any grade below a B for any graduate course will have his/her file reviewed even though the student's cumulative GPA may be 3.00 or higher.

Decisions are communicated to the student in writing as soon as practical after the student completes 9 hours of Graduate Education credit

Advising Policy

The Advising Office is housed on the Lincoln campus. The Director of the Doctorate of Education program and the Dean of the College of Education advise the doctoral students until such time that they have finished their course work and begin working on their dissertation. After doctoral students complete the required program coursework and while they are working on their dissertation, advising will be done by the Director of the program, the Dean of Education, and the dissertation chair.

Transfer Credit

Transfer credit will be assessed by the program director prior to beginning Doctorate of Education coursework.

Time Limitations

In the Doctorate of Education program, a student is expected to complete the degree within a maximum of ten years of beginning the doctoral program at Doane University. If a student withdraws, a review by the Graduate Committee of the Whole will be required prior to resuming courses. The Dean will determine if a student can resume participation in the program if the time away from the program extends beyond one year. If the course material is no longer relevant, the student must then retake appropriate graduate courses as part of the program of study. If a student stays out three years or more, the coursework must be repeated.

Program Completion Criteria

All students must successfully meet the following requirements to complete the Doctorate of Education degree.

1.   Successful completion of a minimum of 57 credit hours in courses numbered 600-999

2.   Successful completion of all doctoral core courses

3.   A cumulative grade point average of 3.00 or higher

4.   Successful completion and defense of a dissertation

5.   File an application for degree form no later than the required date

Doctorate of Education (EdD)

Doane's Education Doctorate (Ed.D.) will include 57 hours of post-graduate level coursework seminars and stand-alone courses, culminating in a dissertation. The core 30 hours of Ed.D. coursework will be delivered in a Cadre format, similar to the Education Specialist Program in sequential order. It is recommended that the 27 post-Masters' specialization courses be completed prior to beginning core classes, but in special situations, arrangements may be made for this course work to be taken while completing core courses. Elective coursework cannot be counted if taken before the completion of the original MA/MS degree.

EdD Core:
- EDU 905 - Professional Lrning Community I (3)
- EDU 915 - Professional Lrning Commnty II (3)
- EDU 925 - Professional Lrning Commnty III (3)
- EDU 945 - Qualitative Research Design (3)
- EDU 950 - Quantitative Research Design (3)

- EDU 985 - Dissertation (1-12)
- EDU 935 - Adv Mixed Method Research (3) or
    - EDU 946 - Adv Qualitve Resrch (3) or
    - EDU 951 - Adv Quanttve Resrch (3)

Leadership Emphasis:
- ESD 705 - Issues in Leadership (3)
- ESD 710 - School Districts as Organizations (3)
- ESD 715 - Schl-Community Communictns (3)
- Electives: 9 credit hours at the 600 level or beyond

- ESD 725 - Politics and Policy Leadership (3)
- ESD 820 - Leading & Respnding to Change (3)
- ESD 910 - Ethics of Leadership (3)

Community & Cultures Emphasis:
- ECC 705 - Intro to Culture and Community (3)
- ECC 710 - Systems as Organizations (3)
- ECC 715 - Communication (3)
- ECC 730 - Policy & Political Leadership (3)

- ECC 790 - Immersion Preparation (0)
- ECC 795 - Immersion Experience (3)
- ECC 820 - Leading & Respnding to Change (3)

Electives: 9 credit hours
- ECC 922 - Geographic History of Education (3)
- ECC 930 - Culture and Curriculum (3)
- ECC 933 - Creating Partnerships (3)
- ECC 998 - Independent Study in URG (3)

- EDU 930 - Survey Methodology (3)
- EDU 955 – Academic & Profssnl Writing (3) or other 600+ level graduate courses

Community & Culture Certificate: 21 credit hours
- ECC 705 - Introduction to Culture and Community (3)
- ECC 710 - Systems as Organizations (3)
- ECC 715 - Communication (3)
- ECC 820 - Leading & Responding to Change (3)
- ECC 922 - Geographic History of Education (3)
- ECC 930 - Culture and Curriculum (3)
- ECC 933 - Creating Partnerships (3) and/or
- ECC 998 - Independent Study in URG (3)

Courses of Instruction

Business
BUS 590 - Writing Skills for Graduate Study in Practitioner Programs (1-3)
This course is designed to help students make the transition from college-level writing to "real world" professional communication. The course exposes students to advanced research resources and strategies particular to their chosen profession enabling them to produce professional documents and develop a sophisticated understanding of style, structure, and audience. Upon successful completion of the course, students will have the knowledge and skills to accommodate information to specific audiences; to use stylistic and visual devices to make information more accessible; to hypothesize and present arguments or points of view accurately and effectively; and to edit their work as well as that of their peers. Graded as pass/fail and is not repeatable.
Graded as pass/fail and is not repeatable.

BUS 601 - International Business and Economics (3)
A course that examines international business from an applications standpoint. Students learn how political, economic, and cultural differences affect the business functions and practices of management, human resource management, marketing, and finance.

BUS 602 - Human Resource Management (3)
This course focuses on the field of human resource planning at the organizational level. Topics include the analysis of present systems; familiarization with human resource models, ideas, theories, and instruments; forecasting future needs; procurement of an appropriate labor pool; knowledge of labor legislation; design and implementation of new systems; and an examination of current trends in the human resource field.

BUS 604 - Advanced Organizational Behavior (3)
A course providing students the opportunity to conduct an in-depth study of human behavior in organizations. It focuses on the theory underlying individual behavior in organizations and the application of that theory to managerial issues that are present in today's organizations. Major areas of study include motivation, group processes, power and influence, and conflict resolution.

BUS 606 - Financial Issues for Managers (3)
A course designed for non-financial managers emphasizing the use of both accounting and financial information as decision-making tools. Students learn to assess the financial strength of an organization through financial ratio analysis and to examine factors considered in financial and investment decisions. The course is taught using readings, problem analyses, and case studies.

BUS 608 - Communication in a Global Environment (3)
In this course, students analyze the communication process between and among people in a culturally diverse population. The course examines multicultural communication on both a domestic and global level, using business-to-business perspectives, as well as business-to-consumer. Students learn to apply multicultural communication theories to an increasingly diverse audience and culture-specific belief and value systems/norms to the process of audience analysis.

BUS 609 - Leadership in Political, Social, and Economic Contexts (3)
A course examining leadership and change in 20th century America and the effect these changes have had on industry and the management of profit-seeking and non-profit organizations. Particular emphasis is given to the shift from a manufacturing economy to one centered on the service sector and information sharing. Students learn the role that leaders have played in various social, political, economic, and intellectual movements and how those movements, in part, shape the challenges and opportunities faced by leaders today.

BUS 612 - Managerial Accounting (3)
A course that examines how accounting information from managerial accounting reports is used to report managerial performance and to make business decisions. Students learn how to use managerial accounting information to plan, budget, control, conduct break-even analysis and set pricing, and understand the impact of taxes.

BUS 613 - Becoming a Masterful Writer (3)
This course is the gateway course into the Master of Arts in Management (MAM) program. All incoming degree candidates will complete this course before pursuing their other coursework. This course provides students with a basic foundation in and an opportunity to practice different types of writing, including but not limited to reflective essays, annotated bibliographies, analytical essays, and literature reviews. Students will learn how to write efficiently and effectively in order to express their own ideas and summarize the ideas of others. In addition, students will learn to analyze a diversity of perspectives to develop a conclusion. They will apply principles of grammar and APA style to their writing. Students will utilize tools and techniques, including online databases, to identify, review, and summarize peer-reviewed journal articles. At the completion of this course, students will be able to 1) apply principles of grammar and APA style to their writing, 2) apply tools and techniques to improve their writing, and 3) write a Literature Review.

BUS 614 - Financial Management (3)
A course that examines the fundamentals of financial management including the principles of finance; the time value of money; capital market efficiency; basic security valuation; basic capital budgeting; risk, return, and asset pricing models; the cost of capital; an introduction to the global securities markets and foreign exchange; basic derivatives; real options; agency theory; fixed income securities; the term structure; investment banking; short- and long-term financial management and planning; and corporate financial policies.

BUS 617 - International Trade and Finance (3)
An examination of current theories of international trade, finance, and economic development with a focus on contemporary issues in international economics. Students study both macro- and micro-economic issues and develop an international perspective of

economic concerns. In addition, students learn how their decisions as consumers, workers, producers, and citizens affect the international economy and their own futures as managers.

BUS 618 - Mergers & Acquisitions - Free Cash Flow Modeling (3)

This course introduces students to Free Cash Flows and the objectives of the firms, the components of Free Cash Flow, cost of capital, capital budgeting using free cash flows and modified free cash flows. The course starts to touch on the Discounted Cash Flow model for valuation of businesses.

BUS 619 - Generational Differences (3)

There is a growing awareness of the "generational diversity" that exists in the workplace. Managers are faced with the clashing of older, middle-aged, and younger staff members who may share common work tasks, but their values, approaches to work, communication styles, and perceptions of each other may differ greatly. This course will explore some of the generational differences and provide useful approaches to creating a work environment that is productive and compatible for everyone.

BUS 621 - Business Law and Ethics (3)

In order to manage and lead in organizations that support the common good, one must embrace how decisions can be made in an ethically and legally responsible fashion. This course invites students to engage in the examination of the broader social purpose of business and the ethical and legal responsibilities that businesses owe to a variety of stakeholders, including employees, suppliers, customers, local communities, and equity investors. The course explores issues such as corporate social responsibility; ethical requirements of the market; professional roles and obligations in the areas of finance and accounting; confidentiality, fairness, and honesty in business; conflicts of interest; and the ethical problems facing global business. This course provides the analytic tools and examples to help students refine their ability to analyze and effectively respond to ethical and legal challenges and obligations in business.

BUS 622 - Leadership in Organizations (3)

An exploration of the concept of leadership using various theoretical and scholarly views, approached with a view to application. Students will learn to distinguish between leaders and managers from both role and task perspectives. Through examination of established and emerging leadership theories, students will develop an understanding of the role of leaders as visionaries, team builders, and change agents.

BUS 626 - Developing Talent (3)

To acquire, develop, and maintain an organization's human capital, effective outcomes-driven training and development must be a major activity of the organization. The goal of the course is for students to develop an understanding of the skills, abilities, and practical elements of employee development and performance improvement in organizations. Students will learn (1) theories of adult learning; (2) how to identify learning needs through assessments; (3) how to analyze jobs and tasks to determine training and development goals; (4) how to design effective training and development programs using different techniques or methods; (5) how to implement a variety a different training and development activities; and (6) how to evaluate the effectiveness and efficiency of training and development programs.

BUS 631 - Agri-Food Systems Analysis (3)

This course will provide an introduction to understanding and evaluating sustainability metrics in relation to agri-food systems. Students will recognize the food system as a supply chain managed by diverse actors with competing interests and goals. Students will investigate the ecosystem and biodiversity impacts of food systems that come from outside the food system. Students will explore economically invisible impacts, together with their impacts on human health, global climate change, and community livelihoods.

BUS 633 - Environmental/Natural Resources Economics and Modeling Tools (3)

This course will provide an economic analysis of agricultural problems associated with use of renewable and nonrenewable environmental and natural resources utilizing agriculture modeling tools to achieve economic and sustainability outcomes. Students will analyze agricultural problems associated with socially optimal use of renewable and nonrenewable natural resources and examine the effects of economic growth on varied factors. Students will also use models as "thinking tools" to inform strategy.

BUS 636 - Introduction to Project Management (3)

This course is an introduction to project management processes and knowledge areas. Upon completion of this course, students will understand project management, its relationship to other management disciplines, and the role of the project manager. Students will learn project management processes and the inputs and outputs of project management knowledge areas and will understand the relationships among project management processes and knowledge areas.

BUS 637 - Initiating and Planning Projects (3)

Prerequisite: BUS 636. This course will focus on the knowledge areas involved in the processes of initiating and planning projects. Upon completion of this course, students will understand the inputs and outputs of each knowledge area involved in these two processes. Those knowledge areas include Project Integration Management, Project Scope Management, Project Time Management, Project Cost Management, Project Quality Management, Project Human Resources Management, Project Communications Management, Project Risk Management, Project Procurement Management, and Project Stakeholder Management.

BUS 640 - Analytics and Decision Sciences (3)

In this course, we explore a blend of statistical techniques and programming tools, empowering students to tackle contemporary business challenges and make informed decisions for an organization through the lens of data analytics. Building upon foundational knowledge, we delve into descriptive analysis and visualization to illustrate concepts and inform audiences about critical decisions. Then, students learn advanced analyses, including machine learning, decision trees, and other sophisticated methods. By the end of

the course, students will possess the skills to present a comprehensive data analysis, contributing to an organization's ability to make well-informed and impactful decisions.

BUS 641 - Strategic Marketing (3)

A course that introduces students to the analytical concepts and tools of marketing management. Special emphasis is placed on the relationships between marketing and overall company strategy, the development of a customer orientation, the integration of marketing throughout the organization, and the implementation of systems for planning and controlling the marketing effort. Students consider problems of consumer analysis, product planning, integrated communication, distribution, and pricing.

BUS 642 - Administrative Strategy and Policy (3)

A course that encourages student ability to think strategically and to provide an intellectual framework that enhances understanding of the MBA core program. The course focuses on relationships among the firm, its strategy, and its environment; why firms choose certain businesses; which business strategies are successful; and how firms can change in response to a dynamic environment. Models for strategic formulation, implementation, and control are developed that facilitate an integrated understanding of the courses that comprise the MBA curriculum.

BUS 644 - Agri-Food Supply Chain Management and Marketing (4)

Students will explore the unique attributes of sustainable agri-food supply chains (SAFSCs) which differentiate them from other supply chains. Economic, social, and environmental sustainability will be emphasized for competitive decision-making. This course also examines the principles and practices of sustainable marketing in the agri-food industry and marketing's role in the creation and management of relationships with customers and other stakeholders.

BUS 646 - Healthcare Economics and Finance (3)

In this course, health policy is examined from the perspectives of economics and financial management for the purpose of preparing learners for managerial roles in healthcare environments. Basic theories in economics are explored as well as their relationships to the U.S. healthcare system. Learners will also explore financial management techniques used to prepare budgets, develop financial forecasts, assess investment alternatives, and leverage capital structures all within the context of healthcare organizations.

BUS 647 - Public Health Leadership and Advocacy (3)

In this course, learners will be introduced to the role of patient and policy advocacy in the U.S. healthcare system. Learners will explore elements of advocacy to include improving quality of care, mental health services, community based care, patients' ethical rights, cultural competency, and preventative care. These elements will be investigated within the context of federal and state legislative bodies.

BUS 649 - Management of Healthcare Organizations (3)

In this course, learners will be introduced to a framework for addressing management problems in health care organizations. This will occur through exposure to a variety of management ideas, theories, and applications centered on the core management functions of planning, organizing, leading, and controlling.

BUS 650 - Mergers & Acquisitions Concepts and Theories: An Introduction (3)

This course overviews buying strategies, finding a deal, pricing a deal, and special valuation cases when designing deals. Course has many case study support scenarios. Students design their own deal and valuation of a special case scenario in specialty emerging or frontier markets. A student will be able to recognize the way M&A 's increase value and how businesses are built around a portfolio model.

BUS 657 - Non-profit Management and Governance (3)

In this course, learners will examine and apply critical skills for managing government and not-for-profits including entrepreneurship, change and culture management, and the use of influence tactics to effect positive change. Firmly entrenched in the basic management functions of planning, organizing, leading, and controlling, learners will explore effective nurturing of productive work environment, organizational structure, innovation management, and group and team dynamics.

BUS 665 - Supply Chain Management (3)

The focus of this course is on the cross-functional integration of key business processes internally and with collaborating organizations. In addition to investigating how to manage supply chain processes and improve performance, learners will explore supply chain metrics, consequences in making supply chain decisions, and the basic tools for ensuring efficient and effective supply chain management, implementing external partnerships, production and service planning, inventory control, order fulfillment, and coordination.

BUS 669 - Mergers & Acquisitions Concepts and Theories: Advanced Topics (3)

This course covers advanced topics in mergers and acquisitions (M&A's). There are many areas that do not fall neatly into one area and have new data available: 1. M&A Financial accounting and projections. Explore M&A accounting and 'Earnings per Share Dilution"; 2. Financing the deal. "What is CVR Value?"; 3. Sellers Viewpoint "How (and when) do you use an investment bank?"; 4.Other areas of interest: Governance, offer letter, disclosure of acquisitions, hostile take overs, private equity.

BUS 670 - Mergers & Acquisitions - Business Valuations (3)

This course on business valuations covers the rationale and scenarios for doing business valuations, lists the roles played by the public markets in business valuations, recognizes the different methods used to value businesses, identifies three reasons why the Discounted Cash Flow (DCF) model is the method of choice for valuing businesses and also recognizes the limitations of the model. This course touches on cash flows, free cash flows, value drivers, CAPM formula, weighted average cost of capital, sensitivity analysis. Course will begin with DCF model by building an analysis, using the DCF model, understanding the weaknesses of the model and end with an introduction to sensitivity and scenario analysis.

BUS 671 - Directed Study (1-3)

A course allowing students to conduct an in-depth exploration of a topic that is of special interest to them. The topic must be submitted, in writing, to the Office of Graduate Studies and must be approved by the Dean. Additionally, the final product must conform to the specifications agreed upon by the instructor, the student, and the Dean.

BUS 672 - Equities and Fixed Income Securities (3)

This course provides a detailed introduction to equity securities covering the types, characteristics and risks of common stock, preferred stock, and other equity-related instruments such s rights warrants and convertible bonds. This course recognizes the language associated with stock trading, categories of common stock, stockholders claims on corporate assets, characteristics of convertible bonds and basic valuations. This curriculum also focused on short-term and long-term fixed income instruments for professionals in the fixed income arena. The course introduces students to credit risk, bond-rating systems, bond trading terminology, techniques and strategies, yield curve and the factors that affect it, and the role of the Federal Reserve System.

BUS 673 - Mutual Funds (3)

This course is an introduction to the global mutual fund industry and explores the types of mutual funds, the mutual fund selection process, and the structure of mutual fund companies. This course examines the trends shaping the industry, including indexation, exchange-traded funds, and the retirement market. Recognize historical development of mutual funds and identify the new distribution channels for the future.

BUS 674 - Comprehensive Hedge Funds (3)

Hedge funds is one of the least understood yet fastest growing sectors of the asset management industry. This course will present a comprehensive and accurate picture of the hedge industry, various hedge fund strategies, hedge fund operations, and considerations for hedge fund investors. The course will contrast a mutual fund and hedge fund, review the misconceptions of a hedge fund as well as assess the due diligence process and importance or portfolio monitoring in the professional management of hedge fund portfolios.

BUS 699 - Selected Topics (1-6)

An investigation of topics of relevance to managers. Each three-hour course constitutes an option in the elective requirement for the Master of Arts in Management program.

Counseling

COU 592 - Reorientation to Counseling (1 - 6)

This course is designed to help students review and integrate the basic knowledge and skills from the course work completed prior to their leave of absence from the program. The review of the course work should reflect a balance between theory and practice; application to the counseling setting or to current counseling issues; linkage to research and scientific publications; potential for positive application in practice; and clearly defined assessment guidelines. The course requires the development and articulation of current Professional Identity and Orientation statements. Repeatable for a maximum of 12 credits.

COU 599 - Selected Topics (1-3)

Subject-specific courses may be developed within this category to address basic sets of skills and knowledge in psychological mindedness, fundamentals of behavioral research and statistics, or human development. Graded as pass/fail and is repeatable for a maximum of 6 credits.

COU 601 - Counseling Skills and Techniques (3)

This course provides an orientation to counseling as a helping profession and addresses the importance of establishing and maintaining a therapeutic relationship. Focus is placed on developing the essential listening and interviewing skills necessary for effective counseling. The course emphasizes counselor self-awareness and counselor development and includes the use of recorded counseling interviews and role plays. Students are exposed to culturally responsive helper skills.

COU 602 - Theories of Counseling (3)

This course examines classic and contemporary theories and models of counseling. The theories provide a foundation for conceptualizing client presentation and selecting appropriate interventions. Students develop a personal model of counseling which is consistent with current professional research and practice. Emphasis is placed on understanding the therapeutic factors that contribute to the effectiveness of counseling. The course addresses help-seeking behaviors of clients and ethical and culturally relevant counseling interventions. The course explores the impact of technology on the counseling profession and provides students with the opportunity to actively practice counseling skills.

COU 610 - Psychopathology (3)

Intended for career professionals in the mental health field, the course studies the wide spectrum of behavior, cognitive, and emotional conditions affecting children, adolescents, and adults. Incorporating current psychological, sociological, and educational research, class work involves an applied, as well as conceptual, holistic study of both healthy and abnormal maladaptive mental health conditions. As a foundation for effective counseling, upon completing the course, students will be able to accurately identify and diagnostically classify specific as well as broad categories of emotionally pathological and behaviorally dysfunctional conditions. Emphasis is placed on the use of evidence based, research, theory, and analytically sound assessment methods including functional behavior assessment and differential diagnostic procedures. Focus is also directed to the successful application of clinical methods and techniques in the assessment and documentation process, to include accurate case formulations which serve as the basis for interventions and treatment planning.

COU 612 - Clinical Assessment (3)

An exploration of clinical assessment issues and techniques, including a survey of available psychological tests. A solid understanding of measurement principles and the statistics needed to understand them is emphasized, as well as the ability to critically evaluate the selection, use, and interpretation of tests and assessment procedures.

COU 616 - Grief and Bereavement Counseling (3)

This course focuses on the study of grief and the techniques of grief and bereavement counseling. The central focus of the study involves the social psychological aspects of grief, causes or foundations of grief, the processes of grieving, and grief counseling. Participants will become familiar with counseling skills that may provide assistance during situations of grief and crisis.

COU 617 - Spirituality in Counseling (3)

This course is an in-depth study of spirituality and its incorporation into counseling, especially examining the need for counseling to address spiritual issues and the commitment of the mental health professions to examine this aspect of client's lives. Students develop a knowledge base for the process of integrating spirituality into their counseling, learn specific guidelines and suggestions for this integration, and develop skills to deal with issues that arise in the process.

COU 618 - Mental Health Ethics, Law and Professional Practice (3)

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

COU 619 - Roles and Functions of Mental Health Counseling (3)

In this course, students will explore the historical, philosophical, theoretical, and practical aspects of the clinical mental health counseling field. Current trends, professional identity, and other relevant matters for clinical mental health counseling will be examined. As a foundation to the clinical courses, students will explore various settings and potential site placements where mental health services are provided. Counseling supervision and consultation styles and theories will be examined.

COU 620 - Crisis, Trauma, and Disaster Mental Health Counseling (3)

Prerequisites: COU 601 This course explores community-based resources, models of mental health prevention and wellness, crisis intervention techniques, the psychological dimensions of disaster, trauma-informed care, and suicide risk assessment and prevention. The course also examines the impact of technology on the counseling relationship, counseling process, and the profession and explores how to effectively utilize technology to provide counseling in rural, underserved areas. Upon completion of this course, students will know how to provide counseling in emergency situations and how to use technology effectively in counseling.

COU 622 - Practicum (0 or 3)

Prerequisite: COU 619 A supervised practicum experience which emphasizes the implementation and refinement of individual and group counseling skills. The practicum experience consists of (a) direct service work with clients; (b) a minimum of one hour per week of individual supervision with the on-site supervisor; and (c) a minimum of one and a half hours per week of group supervision provided by a counselor education program faculty member. The practicum experience is designed to provide exposure to direct service work with clients as well as to other professional activities which are part of the daily operation of the practicum site.

COU 627 - Professional Identity Development I (0-1)

This seminar is the first of a series of three seminars. The focus of this seminar is on examining core issues in the development of a professional identity as a counselor. The student will 1) begin to recognize personal characteristics identified in the research literature as essential for effective mental health counselors, 2) initiate the ongoing process of individual strength and skill assessment, and 3) document the learning that occurs and how that learning can be applied in counseling settings.

COU 628 - Professional Identity Development II (0-1)

Prerequisite: COU 627. The focus of this second seminar is on the student's development of the key functional professional skill areas necessary in the effective mental health counselor. The student will 1) develop a personal and professional strength and skill assessment plan, 2) document the assessed skills, and 3) identify elements of the program that facilitate the development of these skills.

COU 629 - Professional Identity Development III (0-1)

Prerequisite: COU 628. The third seminar allows the student to explore the application of his/her professional development and its relevance to counseling, consultation, and supervision. The student will 1) develop a personal philosophy of counseling and personal career goals; 2) address the personal impact of practical professional issues (including professional credentialing by certification or licensure, accreditation practices and standards, and the effects of public policy on these issues); and 3) become familiar with practical details of professional practice.

COU 630 - Multicultural Counseling (3)

This course explores the multicultural and pluralistic characteristics within and among diverse groups. The impact of heritage, attitudes, beliefs, spirituality, and acculturative experiences on an individual's world view are explored. Theories and models of cultural identity development and multicultural counseling competencies are examined. The course also addresses the effects of power and privilege, strategies for identifying and eliminating social barriers and prejudices, and the importance of social justice and advocacy.

COU 632 - Assessment, Case Planning and Management of Mental Health and Substance Abuse Clients (3)

An examination of, and hands-on practice of, case management with mental health and substance abuse clients that looks at client strengths and areas of psychosocial challenges presenting problems and specific needs. Making interpersonal connections, exploring attitudes, working with client goals, and managing cases based on valid assessment will lead to development of individualized treatment plans with measurable goals, objectives, progress notes, and gathering of collateral information. Students will survey

commonly used assessment instruments. Upon completion of this course, students will identify basic elements of case planning, demonstrate the ability to write progress notes, produce an individualized treatment plan incorporating measurable goals and collateral information, and be able to identify the most common assessment instruments.

COU 634 - Group Counseling (3)

Prerequisite: COU 601 This course explores the historical and theoretical foundations of group counseling and group work. The role of group dynamics, group formation, and group leadership are examined. Students gain competency in the use of effective group counseling techniques and demonstrate an understanding of therapeutic factors that contribute to the effectiveness of group counseling. The course includes ethical and culturally relevant strategies for designing, screening and facilitating groups.

COU 635 - Human Development Across the Lifespan (3)

This course examines human development throughout the lifespan with a focus on developmental psychopathology and psychoneuroimmunology. Developmental psychopathology views human development as an ongoing process and provides a framework to explore the interaction of biological, psychological, and socio-contextual aspects of both normal and abnormal development. Students will examine critical domains that serve as risk factors for psychopathology (i.e. temperament, attachment, parenting style, socioeconomic status) and explore current intervention strategies. At the conclusion of this course, students will be able to demonstrate knowledge of major theories of human development across the lifespan, including life transitions; demonstrate knowledge of human behavior including an understanding of psychopathology and the biological, psychological, and socio-contextual change factors that affect both normal and abnormal development; demonstrate knowledge of current theories of optimal development and wellness over the life span; and read and critically review foundational research in the field and demonstrate ability to apply the process to current research.

COU 640 - Community and Rural Mental Health (3)

An exploration of clinical practice issues in rural settings. Emphasis is on rural and urban differences in societal and family relationships, ethical dilemmas, barriers to access, and participation in the mental health system.

COU 653 - Marriage and Family Counseling (3)

Prerequisites: COU 601 & COU 602. The purpose of this course is to help students develop conceptual knowledge and effective professional skill conducting marital and family therapy. The course involves an examination of foundation theories, models, and methods of intervention with couples and families with an emphasis on systems theory. Students will develop family and couple treatment plans and after practice, be able to successfully demonstrate the application of theoretical and practical therapy in simulated family systems cases. Upon successful completion of the course, students will be able to recognize the differences between individual, couple, and family emotional and behavior difficulty; conceptualize individual, couple, and family problems using a systemic framework; and demonstrate appreciation of the history of the family therapy movement and contributions of leading theorists.

COU 657 - Clinical Treatment Issues in Chemical Dependency (3)

An exploration of theories and models used to develop techniques for treatment of individuals with chemical dependency. The focus of the course is the study of treatment issues specific to substance abuse disorders, including the assessment of and service delivery to the special populations of adolescents, women, and older adults. Issues of sexual orientation, cultural uniqueness, diversity issues with special populations, and developmental influences are reviewed. Clinical issues that shape practice for professionals treating chemical dependency including mental and physical health concerns, social and familial histories, enabling, and response to specific methods influencing recovery are explored in relation to their integration into clinical practice. This course investigates ways in which the issues of dual diagnosis disorders, physical and mental disorders, and family and historical influences affect treatment planning, treatment protocols, and service provision for substance dependent individuals. Upon completion of this course, students will identify key treatment issues specific to substance abuse disorders and demonstrate understanding of the impact of those issues on service delivery.

COU 658 - Medical and Psychosocial Aspects of Alcohol/Drug Use, Abuse, and Addiction (3)

This course provides an understanding of basic pharmacology and physiology, as well as medical and psychosocial characteristics of substance use disorders and will examine the physical, psychological, and sociological aspects of alcohol and drug use, abuse, and dependence. A basic understanding of alcohol, cocaine, opiates, hallucinogens, barbiturates, amphetamines, designer drugs, marijuana, and inhalants and their effect on the human system is provided. Students develop an understanding of commonly prescribed psychopharmacological medications. The course exposes students to the etiological, behavioral, cultural, and demographic aspects of alcohol and drug use, abuse, and addiction. Students will examine their belief system about drug and alcohol use and will review the processes of addition/dependence, including the signs, symptoms, and behavior patterns. Students will explore the potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders.

COU 662 - Career Counseling (3)

This course examines historical and current theories, principles, and practices of vocational and career counseling over a lifespan. The course addresses interrelationships of career, family, and other roles which affect work. The impact of multicultural, gender, and lifestyle issues on careers is considered. Strategies for assessing abilities, interests, values, personality, and other factors are explored. The course emphasizes the importance of advocating for diverse clients' career and educational development. Students explore their own career development and enhance helper skills through role play.

COU 671 - Directed Study (1-3)

Supervised research or tutorial arrangements undertaken as a means of conducting an in-depth investigation of a subject or area not covered by, or related to, the regular curriculum. Independent studies must be approved by the instructor and the Dean.

COU 675 - Research in Counseling (3)

This course provides students with the skills necessary to critically evaluate counseling and clinical research literature. Students are introduced to the nature of scientific psychology, the process of research inquiry, and the role of the mental health counselor as a knowledgeable research consumer. Students are also introduced to the application of descriptive and inferential statistics, reliability, and validity to the research endeavor. At the completion of this course, students will be able to read and understand research reports in the literature as well as critically examine literature that is non-empirically based. Students will also understand the process for designing their own research and program evaluation.

COU 691 - Internship (1-6)

Prerequisite: COU 622 A supervised internship experience which consists of a minimum number of clock hours that includes (a) direct service work with clients; (b) a minimum of one hour per week of individual supervision with the on-site supervisor; and (c) a minimum of 1 1/2 hours per week of group supervision via weekly internship class meetings. The internship experience enables students to refine and further enhance the knowledge and skills applied during their practicum. In addition, the internship provides an opportunity for students to engage in all of the professional activities performed by a regularly employed staff member at the internship site.

Repeatable for a maximum of 12 credits.

COU 695 - Culminating Project (1-6)

Prerequisites: COU 675 and approval of the Dean and a member of the graduate faculty. An optional course recommended for students who plan to pursue a doctoral degree. A final project may be a thesis, a program evaluation, or other approved project.

COU 699 - Selected Topics (1-3)

Subject-specific courses may be counted toward degree requirements within this category. Such courses will be offered on the basis of expressed student need. A total of 12 graduate credits within this category may be counted toward degree requirements.

School Counseling

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

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

COE 602 - Practicum Lab in Counseling (3)

Prerequisites: COE 601, COE 620, COE 650. A supervised on-site experience in the full range of counselor duties. Students will complete 150 hours of experiences implementing activities relating to the curriculum in COE 601. Students may choose to do their practicum in 7-12, K-6, or K-12 sites based on their teacher certification level. Practicum hours must be completed under the supervision of a certified school counselor with at least 3 years of experience.

COE 605 - Critical Issues in School Counseling (3)

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

COE 610 - Interpreting Data in School Counseling (3)

Prerequisite: COE 601, COE 605, COE 615, and COE 655 A variety of methods and theories of assessing students in school counseling programs. Pre-service school counselors will also develop an understanding of skills in test selection, administration, and interpretation. Students will learn how to read assessment and test scores and use the data to help shape the school counseling program to meet the needs of the students in the school system.

COE 615 - Counseling Skills and Crisis Intervention (3)

(Cross-listed with EDU 615.) School personnel are often among the first to respond during times of crisis. This course provides information and intervention strategies for a wide variety of crisis situations including sudden and lingering death and suicide, catastrophic disasters, and incidences of violence. Participants learn how to work with grieving students and staff, identify ways to manage stress during times of crisis, and develop an understanding of cultural factors that can impact crisis interventions. In addition, participants will examine their schools' crisis and safety plans. This course is helpful for teachers, administrators, and counselors.

COE 616 - College and Career Readiness (3)

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

COE 620 - Universal Supports in School Counseling (3)

Prerequisite: COE 610 The course presents a variety of skills and methods appropriate for K-12 school counselors in MTSS Tier 1:, serving all students and staff. Both elementary and secondary areas in instruction, large group activities, student appraisal and advisement, staff and family training, and community partnerships will be explored. In addition, supporting staff and marketing

your program will be introduced. Through collaborative work, standards based lesson planning, data collection plans and simulation activities, students will develop skills for Tier 1 universal interventions and supports in school counseling.

COE 622 - Counseling Practices (3)
The purpose of this course is to assist students in skill development of basic counseling skills. Students will practice, develop and improve counseling skills in an environment of professional and constructive criticism. Students will learn and apply basic attending and listening sequence and develop skills for initial and intentional interviewing of clients. These skills serve as the basis for developing an individual counseling approach and theoretical application in practice.

COE 625 - Social Justice in School Counseling (3)
The purpose of this course is to introduce school counselors to key elements of school counseling that can help to close the achievement gap and remedy issues of inequities in schools. Through discussions and activities, students will question, consider, plan, and act in ways that enhance personal cultural competence and learn how school counseling programs can respond to inequities that occur for students.

COE 630 - Social and Cultural Awareness in School Counseling (3)
The course examines the role of social and cultural contexts on all aspects of human behavior and how that is played out in the educational setting. The course provides an overview of the issues in gender and diverse population counseling. The course assists all counselors to become aware of personal biases in counseling--understand cultural and economic conditions and their impact on counselor, group, and client problem solving and how to manage communication issues in the area of counseling. Students will learn about the effects of social, cultural groups, gender, and diverse populations on educational environment and be able to develop plans to work with cultural and social groups including their subgroups in the educational setting.

COE 633 - Human Development (3)
This course is a study of the theories of human development from pre-school through high school including physiological, social emotional, cognitive, language, and cultural influences. The course will explore situations that impact development adversely such as poverty, bullying, trauma, and learning issues as well as strategies to promote human growth such as the 40 Developmental Assets. Students will be able to use this knowledge when planning a school counseling program.

COE 634 - Group Counseling for School Counselors (3)
Prerequisite: COE 610 and COE 620 or permission. This course is designed to provide information and experiences for school counselors in developing school related small group activities. Topics to be covered include the theories of group dynamics, group formation, and group leadership. In addition, a variety of small group activities for grades K-12 will be addressed. The course includes ethical, developmental, and culturally relevant strategies for designing and facilitating educational small groups.

COE 635 - School Counseling and Special Populations (3)
This course will help school counselors understand their role in working with special education and other special educational programs within the school system (504, SAT, RTI, etc.). Students will learn about the special education process, procedures, interventions, and terminology. In addition, this course will cover the behavioral and academic challenges associated with disabilities, disability categories, and legal and ethical issues surrounding special education.

COE 650 - Programming for School Counseling (3)
Prerequisite: COE 610, COE 620, and COE 634 or permission. An examination of a variety of techniques for counseling including individual counseling, group counseling, and classroom guidance programs ensuring equitable access to resources that promote academic achievement, career development including identification of post-secondary education. Students will explore vocational, occupational, and educational information in career counseling and decision making. Students will engage in activities to enhance their understanding of the techniques of counseling. Students will also be required to demonstrate their understanding of school counseling activities and procedures.

COE 655 - Ethics, Law and Professional Practice for School Counselors (3)
An examination of the mission, goals, and objectives of the professional school counselors. Students learn and apply codes of ethics, laws, and regulations pertaining to school counseling and professional standards of performance.

COE 691 - Internship in Counseling (3)
Prerequisites: COE 601, COE 602, COE 620, COE 650. An experience in counseling in which pre-service counseling students participate in the full range of counselor duties and responsibilities in a school setting. Students are expected to complete 450 hours of internship under the direction of a licensed school counselor. May be K-6, 7-12, or K-12 depending on student's teacher certification. This course will also provide assistance in preparation for the Nebraska Professional School Counselor examination required for certification. The 450 hours of internship must be under the supervision of a certified school counselor with at least 3 years of experience.

Early Childhood Education

EDC 612 - Developing Literacy in the Primary Classroom (3)
Designing a literacy program based upon developmentally appropriate practices. Such a program in the primary classroom supports children as they develop their ability to read, write, speak, listen, and think. Students will be able to move from theory to practice as they design programs within their primary classrooms. This course has an early childhood prefix and is specifically designed to support the Nebraska Primary initiative.

EDC 614 - Developmentally Appropriate Practices: The Primary Program (3)
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 addressed.

EDC 616 - Critical Issues in Early Childhood Education (3)

This course considers current social, political, and economic issues affecting early childhood curriculum and education. Course discussions and readings focus on such areas as curriculum reform and standards, assessment, communicating with families, classroom management, legislation pertaining to young children, public school finance, 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, based on their understanding of the issues, a personal early childhood philosophy that will guide their future educational practices.

EDC 680 - Practicum for Early Childhood (3)

Prerequisite: Take 2 courses from EDC 612, EDC 614, and EDC 616. 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.

EDC 699 - Selected Topics (3)

Subject-specific courses may be counted toward degree requirements within this category. Such courses are offered on the basis of expressed student need.

Education Culture and Community

ECC 705 - Introduction to Culture and Community (3)

Just as Issues in Leadership introduces leaders to examples and discussions surrounding leadership, this course leads learners through various examples and discussions of changes in culture and community. It helps curricular leaders determine how community changes impact curricular changes and discusses how these changes may require paradigm shifts and possible changes to how schools approach education. Students will be able to articulate their approach to community and cultural relations, and a theory about how they will integrate this in their approach to research and programming.

ECC 710 - Systems as Organizations (3)

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

ECC 715 - Communication (3)

This course will cover the basics of communication science and examine instances where communication has impacted community and cultural relationships. Students will be able to create a communication plan to detail how ideas and possible changes will involve and be relayed to diverse stakeholder groups within their workspace and research area.

ECC 730 - Policy & Political Leadership (3)

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

ECC 790 - Immersion Preparation (0)

This course will serve as a foundation for your education immersion experience. The class will center on the experience of travel as it relates to education - your own education, the education systems and policies you encounter, as well as your prospective role as a future educator. This course will introduce comparative education inquiry and provide space to consider the cultural, political, and ethical implications of engaging in education and research in cross-cultural contexts. Students will have a background knowledge of the area and issues of the location in which they will complete their immersion experience, as well as a small research project to complete related to their immersion experience.

ECC 795 - Immersion Experience (3)

Prerequisite: ECC 790 This semester course is a comparative review of modern educational systems and learning experiences in different demographic areas/countries. Candidates will research the educational landscape of a geographic area (rural/urban/global) in which they will spend a minimum of two weeks and up to 8 weeks integrated into an unconventional setting. During the immersion experience students will observe, reflect, compare, contrast, and discuss the ways in which educational systems have been influenced and evolved. The rise of globalization and the information economy and their effect on modern educational theory as well as educational systems will be viewed as an important backdrop. More recent attempts to reshape schooling in the light of emergent educational philosophies will also be explored. This course can be taken any time prior to EDU 915 PLC #2.

ECC 820 - Leading & Responding to Change (3)

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

ECC 922 - Geographic History of Education (3)

This course is a comparative review of modern educational systems and learning experiences in different areas. Students discuss the ways in which educational systems have been influenced and developed. The rise of globalization, the connectivity of the information economy, and their effect on modern education theory as well as educational systems will be viewed as an important backdrop. Other recent attempts and current trends to influence and reshape schooling in the light of emergent educational philosophies will also be explored.

ECC 930 - Culture and Curriculum (3)

This course will consist of a brief overview of traditional methods of choosing curriculum and examine the methods by which curriculum can be adapted to best suit student needs; this will include support and practice for how to integrate culturally relevant examples and resources. The course will develop the understanding and strategies of how curriculum, instruction, assessment, and continuous improvement are connected. The course will explore how the role of the changing demographics and community impact curriculum and outcomes, as both a policy instrument and an administrative guide. Students will develop strategies for organizational (district-wide, classroom, NFP org, etc) planning and continuous improvement including the collection and use of data for making informed decisions which impact all levels of delivery. Students will also develop strategies for addressing the critical curriculum issues of cultural competence, equity of opportunity to learn and the challenges diversity can present.

ECC 933 - Creating Partnerships (3)

Prerequisite: Take two of the following: ECC 705 , ECC 710 , and/or ECC 715 This course will examine unique and creative local and global partnerships occuring in the not for profit and educational arenas. Instruction will cover creating collaborative opportunities, advisory councils, and partnerships. Students will look at contractual and public partnership agreements and create tentative plans for where new partnerships could be created in their areas of expertise. These plans will highlight the skills from previous courses including change management, systems identification and communication plans.

ECC 998 - Independent Study in URG (3)

This course will provide students in the Community and Culture emphasis to pursue an independent study specific to an area of interest or need within their expertise. Proposals will be presented to the faculty member who oversees the independent study, the Asst. Dean of COE, and approved by the program director.

EDU 600 - Improvement of Instruction (3)

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

Education

EDU 601 - Critical Issues in Education (3)

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

EDU 602 - Assessment for Learning (3)

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

EDU 603 - Research Methods (3)

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.

EDU 604 - Culminating Project (3)

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 ongoing 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 student completed EDU 603.

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

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

EDU 606 - Improving Strategic Instruction in the Language Arts (3)

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

EDU 607 - Building Communities within the Classroom (3)

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

EDU 608 - Current Social and Legal Issues in Education (3)

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 - Student-Centered Math in the K-5 Classroom (3)

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

EDU 610 - Motivating and Inspiring Learners (3)

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

EDU 611 - Teaching Strategies for Middle School Mathematics (3)

Teachers expand and enhance their knowledge to teach mathematics using manipulatives, real-life applications of mathematics, technology resources, and problem-solving strategies appropriate for the middle level classroom (4-9). Modeling of manipulatives, strategies, and games are key elements of the course. Participants are able to integrate these new teaching ideas into their classrooms by designing strategies for implementation.

EDU 612 - Nebraska and the Overland Trails (3)
This course studies the life and times of the early pioneers and their hardships as they traveled the trail through the study of journals that they kept. Field trips to historical sites along the trail in eastern Nebraska, journaling, discussion, music, and readings will further prepare each participant to design materials for use in the teacher's classroom.

EDU 614 - Assessment of Literacy Development (3)
This course is based on the work of Rick Stiggins and is intended for teachers in Nebraska schools. The course is designed to assist teachers in developing the knowledge needed to effectively create and use a classroom assessment system. Educators will study a variety of assessment practices, including the identification of learning targets and designing systems to track and report student progress. Assessment tools covered include paper pencil assessments, performance assessments, and other authentic measures of student growth and achievement. Teachers will design balanced assessment systems for their classroom to use as reporting and teaching tools.

EDU 615 - Counseling Skills and Crisis Intervention (3)
(Cross-listed with COE 615.) School personnel are often among the first to respond during times of crisis. This course provides information and intervention strategies for a wide variety of crisis situations, including sudden and lingering death and suicide, catastrophic disasters, and incidences of violence. Participants learn how to work with grieving students and staff, identify ways to manage stress during times of crisis, and develop an understanding of cultural factors that can impact crisis interventions. In addition, participants will examine their schools' crisis and safety plans. This course is helpful for teachers, administrators, and counselors.

EDU 616 - Best Strategies for Engaging Parents (3)
Positive relationships and partnerships with families is fundamental for successful schools. In this course, students will develop both a definition of family engagement in schools and a plan for improving family engagement in their own settings through a study of roles in education and ways of communication.

EDU 617 - Developmentally Appropriate Practices in the Middle Grades (3)
An exploration of the practical and philosophical issues concerning developmentally appropriate learning for middle grade students. Participants learn strategies for implementing practices that support the emerging adolescent including methods and materials in the content areas.

EDU 618 - Active Learning: Strategies to Enliven Your Classroom (3)
This experiential class explores the scientific basis for energizers, movement, play, games, and physical education, as well as strategies to implement active learning into existing lesson plans. The latest brain research supports the importance of movement at every age. Participants design curriculum to take back to their classrooms to enhance and improve student achievement.

EDU 619 - Practical Behavior Interventions for the General & SPED Classroom (3)
This course explores practical strategies for managing problem behavior using a three-tiered system of intervention based on the concept of positive behavior support. The interventions covered in this course are focused on teaching lifelong social skills and lessons to challenging students in the regular or special education classroom. These are practical, evidence-based, ready-to-use Tier 2 and 3 behavior strategies that qualify as interventions in the RTI process. Both classroom and special education teachers can find strategies to use with students identified with Autism, ADHD, and other emotional disorders. Educators will learn proactive measures to reinforce desired behaviors rather than being reactive and punitive when problems occur in any educational setting. Participants will develop relevant positive behavior support materials for their classroom.

EDU 620 - Social Media in the Classroom (3)
Social media isn't going away. Educators should embrace it for their own professional learning, enhanced communication with parents, and to tell the story of their classrooms to the greater community. This class will explore the research behind social media usage and tools educators can use to build a stronger social media presence.

EDU 621 - Internship for ESL (3)
Prerequisites: EDU 682 & EDU 684. 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.

EDU 622 - Strategies to Flip the Switch to Success! (3)
This course explores strategies to assist students to take ownership of their learning and be successful in school. Participants will develop lessons to help students increase their motivation and self-awareness, raise their self-esteem, write more effectively, improve their creative and critical thinking skills, master effective study skills, and maximize their learning. Synthesizing the best wisdom from innovators in psychology, education, business, sports, and personal effectiveness, students can be presented with the essential behaviors that good learners believe and do. By guiding students to adopt these principles and tools, educators can empower them to become effective partners in their own education, giving them the outer behaviors and inner qualities to create greater success in school and in life.

EDU 623 - Growth Mindset in the Classroom (3)
"Neurons are brain cells; synapses are the connections between neurons." Do you know that when a new learning takes place a new synapses is formed? Similar to how a muscle grows in strength, neural passageways in your brain grow in size and density the more you use it! How do we foster a mindset in students that helps them build neural networks? How do we foster a mindset in our teaching that encourages growth versus fixed mindset? In this class, you will learn to identify growth versus fixed mindset. We will learn about building relationships with students that challenge them to grow in their skills and abilities. We will learn to look beyond

intelligence and natural ability and carry a message that values process, strategy, effort, focus and persistence. We're not there YET!

EDU 624 - Multicultural Education and Practice (3)

This course is designed to move participants beyond individualistic concerns to the broader concerns of humanity by viewing multicultural education as an emerging field of study. Class members analyze their beliefs, attitudes, and behaviors in relationship to multicultural views. Through critical reading of selected literature and articles, participants expand their knowledge of the theory that exists in multicultural education and discover its relevancy in practice. As a result of this course, practitioners will be able to define and identify components of an effective multicultural education program, evaluate curriculum materials for diversity, model appreciation and awareness of multiple perspectives, teach effectively to a broader range of students, and confront prejudice and other social injustices.

EDU 625 - Integrating Technology with Purpose (3)

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

EDU 626 - Secondary Methods (3)

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

EDU 627 - Meeting Learner Needs Through Multiple Intelligences (3)

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

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

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

EDU 629 - Brain Rules (3)

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

EDU 630 - Methods for Teaching Math in Elementary School I (3)

A methods course with the central focus on methodologies in teaching mathematics and the use of manipulatives within the content of mathematics that is developmentally appropriate for the elementary (including early childhood K-3) grade setting. Students use problem solving as an approach to learn mathematics, identify curricular sequences within common instructional topics, and plan appropriate learning activities and evaluation procedures.

EDU 631 - Techniques to Help Brain Regulation (3)

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

EDU 632 - Unleash Creativity in Math (3)

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

EDU 633 - Middle and High School Practicum (3)

Practicum in the Middle and High School is a secondary methods course designed to introduce the student to the middle and high school routines. Students will assist a classroom teacher for 150 hours in the content area in which certification is sought. Students will design and teach lessons, learn how to manage the classroom, and begin to apply the Nebraska K-12 standards to curriculum.

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

This course provides participants with the opportunity to improve their understanding of reading instruction and assessment in their classroom. By promoting the teaching of reading strategies that enhance comprehension and encourage book talk, teachers can

increase learner interest and performance. A variety of strategies for fiction and informational text is presented, as well as the use of focus groups on specific areas of concern. The assessment component includes training on the use of Individual Reading Inventories, observation surveys, and other reading diagnostic tools.

EDU 635 - Visual Phonics (3)
Visual Phonics is a multisensory approach, using tactile, kinesthetic, visual, and auditory feedback to improve reading, writing, and speech skills in students and adults who do not learn readily from traditional reading approaches. Visual Phonics is a system of 52 hand cues and written symbols that help students make the connection between written and spoken language. Students taking this course will learn how to use Visual Phonics to decode, spell, read and pronounce words correctly. Students will create and use activities to use with Visual Phonics handshapes and fonts.

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

EDU 637 - iPads in the Classroom (3)
The iPad is arming educators and students everywhere with mobile tools that have the potential to transform the way we teach and learn. This course will be divided into 3 parts. Part 1: Using the device as a personal learning device. Part 2: App-tivity exploration. Participants will examine several iOS applications and discuss their use in the curriculum. Part 3: App-tivity development. During this phase, participants will develop lessons that incorporate the use of the iPad in the classroom. This course would be beneficial for anyone with iPads and iPods in their classroom or who anticipates getting them soon. It is recommended that participants have their own iPad, although this is not a requirement.

EDU 638 - Integrating Technology in the Classroom: A Tool for the Future (3)
This course expands on the competencies and understandings developed in EDU 636 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 639 - Seminar in Secondary Education (2)
A seminar course to accompany the 225 hours of secondary practicum experience. Students examine topical issues to include educational philosophy, curriculum development, assessment, school law, special needs students, applications of technology in the classroom, parent-teacher relations, action research, and other related topics as they pertain to the student teaching experience. Students will apply the foundations of education to the development of curriculum appropriate for the middle or high school and work closely with the cooperating teacher.

EDU 640 - Literature for Children and Youth (3)
This course provides an analysis of literary materials for children and youth. Attention is given to the different genres, the selection of quality literature, the integration of literature across the curriculum, and the importance of multicultural literature representing African American, Hispanic American, Asian American, and Native American children and youth. Students will read, critique, and analyze literature and its use in today's classroom.

EDU 641 - Language Arts & Reading I (3)
A methods course focusing on the discovery and investigation of language arts, reading methods, and materials for the elementary (including early childhood K-3) including handwriting, spelling, listening, creative dramatics, grammar, language development, oral language, writing as a process approach, and the six traits of analytical writing. Students will become acquainted with literature for children and adolescents, including the different genres, storytelling, oral reading, choral reading, and its application for teaching language arts skills. Emphasis will be placed on implementing state and national reading and language arts standards.

EDU 642 - A Survival Guide for Tired Teachers (3)
Teaching has been considered a high-stress job for years; the pandemic has brought this stress to a new level. Because the brain is adaptive, it soon accepts this as the "new normal" and we begin to operate on a survival level. This state negatively affects individual performance in all areas of our lives and that of our students. This experiential class provides an opportunity to recapture the vision and passion that caused you to choose teaching as a career. We will help you to develop strategies to use your energy more effectively, to determine ways to work smarter not harder, and to re-engage with the vision that brought you to teaching in the first place.

EDU 643 - Methods for Teaching Math in Elementary School II (3)
Prerequisite: EDU 630. A methods course building upon the foundation laid in Teaching Math in Elementary School I with the central focus on methodologies in teaching mathematics and the use of manipulatives within the content of mathematics that is developmentally appropriate for the elementary and middle grades setting. Students use problem solving as a approach to learn mathematics, identify curricular sequences within common instructional topics, and plan appropriate learning activities and evaluation procedures.

EDU 644 - Methods for Teaching Science & Social Studies in Elementary School (3)
Prerequisite: EDU 737. A methods course focusing on methodologies in teaching science and social science that are developmentally appropriate, integrated, and interdisciplinary for the elementary (including early childhood K-3) settings. Students

apply current research in the areas of science and social science education, design lessons and curricular sequences, integrate technology, plan evaluation procedures, and explore concepts and local environments through inquiry activities. This course is based upon the National Science Literacy Standards, the National Curriculum Standards for Social Studies, the Nebraska State Science Standards, and the Nebraska Social Studies Standards.

EDU 645 - Assessment of Literacy (3)

This course provides an examination of authentic assessment procedures used in the assessment of literacy in the elementary and middle grades classrooms. Attention is given to the examination, construction, interpretation, and use of authentic assessments for measuring student learning in reading and writing. Students will also examine the Nebraska K-12 content reading standards and develop assessments appropriate for them. 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. (EDU 602 and EDU 645 may not both be used by a student to complete the Master of Education degree.)

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

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

EDU 647 - Exploring Nature with Children (3)

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

EDU 648 - Growing Writers inside a Reading Workshop, K-5 (3)

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

EDU 649 - Counseling Skills for Classroom Teachers (3)

A course which explores strategic counseling tools and practices to assist the classroom teacher in managing personal/social issues and crisis-oriented events in children's lives. Behavioral interventions that work in conjunction with group dynamics, classroom curriculum, and management are also addressed. Key themes include social development, educational achievement, and the development of school-to-work ethic, including classroom climate, managing transition times/places, and strategies to develop empathetic understanding. Participants also identify classroom issues to discuss and explore options for their resolution. Community resources, case studies, and behavioral interventions that are specific to teacher experiences are presented. Participants develop plans of intervention, create resource guides for classroom use, and read and report on current literature appropriate for counseling use in the classroom.

EDU 650 - The Five Love Languages in the Classroom (3)

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

EDU 651 - Practical Behavior Interventions for the General & SPED Classroom (3)

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

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

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

EDU 653 - Teaching Critical Thinking (3)

In a constantly changing world full of immediate answers, we often lose track of how to question. Students today are growing up in a world where, in their eyes, critical thinking is not necessary. However, many districts are pushing for critical thinking to be back in

the curriculum. Explore the steps you need take to push your students to that next level of thinking and questioning. Delve into deep conversations about best practices and the need for critical thinking in our world. Come discover what you can change today that will make an impact tomorrow.

EDU 654 - Foundations of Teaching for School Counselors (3)
This course focuses on the foundational skills needed for counselors to work within the educational system. Students will apply instructional and assessment models to design and implement lessons for the classroom, develop an understanding of the roles school teachers and staff play in the school system to help foster collaboration and learn about current systems and programs within the school setting. Emphasis is placed on practical application through role-play, applied research, lesson presentation, and critique.

EDU 655 - Internship (8)
Prerequisites: EDU 624, EDU 663 & EDS 620. Student teaching (internship) 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.

EDU 656 - Reaching Understanding: Communicating Effectively in an Educational Environment (3)
This course is concerned with understanding and utilizing effective communication skills with colleagues, administration, parents, and community members. Participants explore effective oral and written communication with the emphasis on oral communication. The participants develop skills to decrease misunderstandings, send clear messages, receive and interpret messages accurately, and, in general, enhance their interactions.

EDU 657 - Strategies for Teaching Special Education Students in a General Education Classroom (3)
This course is designed to provide educators the knowledge, strategies, and instructional modifications required to support the complex and diverse needs of students within the general education classroom. With an emphasis on practical application, students will examine the spectrum of disabilities, understand the educational impact, and investigate appropriate instructional strategies to reach and teach each student. Upon completion of the course, students will have a practical tool kit of effective strategies to apply within the classroom.

EDU 658 - Meeting Sensory Needs in the Primary Classroom (3)
Diverse; variety, a range of things. Teachers are asked daily to meet the needs of a variety of students from a variety of homes in a variety of situations. This course will focus on assisting teachers to better meet the needs of those students faced with sensory issues in the classroom. We will address sensory processing disorder--what it is, how it looks, and what we can do to prevent those students from falling through the cracks.

EDU 659 - Differentiated Instruction (3)
Feeling that you need to reach ALL your students, but not spend countless hours working on individual plans for each one? This class is full of new ideas that can be implemented into all classrooms and adapted for all levels allowing for you to meet the individual needs of each student. Spend your time creating differentiated items you can use in your classroom today modified to meet your specific needs. We will work through many different strategies and you can adjust each one to be a perfect match for your world. Come join us in this amazing journey to really help students learn and flourish!

EDU 660 - Blended Learning a Student-Centered Classroom (3)
Implement a Blended Learning model and incorporate more active learning and project-based opportunities and lesson plans into the classroom. Through the study of Blended Learning, teachers will learn more strategies that can be used in student-centered classroom environments. By studying the benefits of "inverted teaching," flexible seating, stations rotations, etc., teachers will be able to understand new ways to engage students in more active learning applications, rather than using lectures alone. We will study strategies and go over research that shows the many benefits students receive when teachers implement more project-based learning opportunities, inverted planning, and choice assessments.

EDU 661 - Foundations of Teaching (3)
Prerequisite: Admission in Initial Certification at the Advanced Level Program. This course is designed to acquaint students with foundational concepts of teaching in a school setting. Students will be able to understand issues related to lesson planning and delivery, instructional strategies in the content areas, culturally proficient teaching, assessment, and classroom management. Emphasis is placed on practical application through role-play, applied research, and lesson presentation and critique.

EDU 662 - Personalized Learning Strategies in the Classroom (3)
Personalized Learning Strategies in the Classroom helps educators utilize tools effectively and efficiently in their classrooms. This class personalizes learning based on the needs of each teacher in the class. It is a great way to refine how educators teach students and differentiate their lessons to best meet the needs of their students.

EDU 663 - Reading and Writing in the Content Area (3)
This course provides educators with a variety of reading, writing, speaking and listening strategies, and informal assessment techniques they may utilize to improve student understanding of texts and materials in their classrooms and at home. Students will explore and utilize specific strategies which include basic processes of reading, methods of instruction, and techniques for identifying materials appropriate for all readers. These strategies can be adapted for 7-12 students to help them become more reflective thinkers as well as active and purposeful learners. The strategies introduced in this course are appropriate for all content areas and participants will be actively involved in using the strategies. Participants will also review the Nebraska 7-12 reading standards to explore opportunities to extend the reading standards across the curriculum. Students will use both electronic and print resources and critique their application in the content classrooms.

EDU 664 - Seminar for Beginning Teachers I (3)
A course required for all students completing initial certification for elementary and middle grades, education, or special education. Students will explore issues for the first-year teacher. Students will begin planning for their teaching positions, developing curriculum, and making final decisions concerning classroom organization and management. In addition, students will review the topics of parent conferencing, school law, the Nebraska K-12 content standards, crisis intervention, and effective teaching of mainstreamed students. Other current topics in education will be addressed as they relate to the beginning teacher.

EDU 665 - Seminar for Beginning Teachers II (3)
A course required for all students completing initial certification for secondary education. Students will explore issues for the first-year teacher. Students will begin planning for the teaching positions, developing curriculum and making final decisions concerning classroom organization and management. In addition, students will review the topics of parent conferencing, school law, the Nebraska K-12 content standards, crisis intervention, and effective teaching of mainstreamed students. Other current issues in education will be addressed as they relate to the beginning teacher.

EDU 666 - Top Tech Tools for Teachers (3)
Explore numerous educational tech tools and online resources that will enhance your classes and curriculum. These tools can be used for the K-12 teacher to utilize within their classrooms and curriculum to enhance their curriculum. These free and low cost resources are platform agnostic so they will work across a variety of devices and needs. Get ready for these tools to make an immediate impact in your classroom and curriculum.

EDU 667 - Reading in the 7-12 Classroom (3)
This course is designed to help teachers guide their students to find success and joy in reading. Participants will discuss why many middle and high school students move away from reading and explore how to encourage individual students. Participants will discuss and compare various adolescent titles and explore a variety of activities and strategies to help students improve their reading skills. Study of some online based tools to help students become more independent learners will be included. Participants will complete an assessment or a plan applying techniques for their classroom. Course will meet a group requirement for the Reading Specialist endorsement.

EDU 668 - Sparking Student Curiosity (3)
In this course, students will delve into a variety of engagement strategies used to transform day-to-day instruction and increase student curiosity and learning. Each student will have opportunities to experience, research, and discuss the ways movement, inquiry learning, collaboration, problem-based learning, creative research approaches, and technology spark student curiosity. By the end of this course, students will walk away with a strong sense of "why" and "how" to integrate numerous teaching tools and strategies to enhance curiosity and energize the classroom.

EDU 669 - Cooperative Learning (3)
Cooperative learning helps students become more engaged participants in classroom instruction. With the use of cooperative learning, classrooms can change immensely. This course will explore the many elements of cooperative learning. It will focus on the theory, goals, and communication in regards to cooperative learning. It will also address how to structure classrooms so that teachers can be successful when using cooperative learning. Skills will be taught in order to build relationships within teams in one's classroom. Participants will develop plans for implementation of cooperative structures in the classroom for each student.

EDU 669A - Cooperative Learning II (3)
Prerequisite: EDU 669. Cooperative learning is a teaching strategy that is effective in all classrooms and is advantageous for all students. This course is a sequel to EDU 669 Cooperative Learning. Participants will learn more cooperative learning strategies and techniques. With the knowledge from EDU 669 and the knowledge from this course, participants will create and/or modify curriculums that are familiar to them so that cooperative learning is integrated into all lessons.

EDU 670 - Classroom Management (3)
This course is designed to acquaint students with best practices for effective classroom management at all levels. Students will be able to understand issues related to classroom management, such as discipline, procedures, organization, and relationships and explore brain-compatible classroom management techniques based on the principles of intrinsic motivation and student choice. Emphasis is placed on practical application through role-play, applied research, and lesson presentation and critique. The course will help educators teach students to be independent, self-regulated learners and also discover a more enjoyable teaching experience for the instructor.

EDU 671 - Directed Study (1-3)
An individual student empirical investigation reviewing the literature on research and theory related to curriculum and instructional systems.

EDU 672 - Beginning Teacher Seminar II (3)
This course explores the issues that impact first-year teachers in a supportive online course. It is designed to link first-year teachers together as they experience the ups and downs of teaching. The emphasis will be on reviewing topics in which the research identifies first year teachers experience having the most trouble. Students will be able to talk with each other and offer support through online resources. Discussions will build upon the coursework completed in the summer graduate course. Students will also develop a project to complete within their classroom.

EDU 673 - Three R's of Effective Instruction (3)
This course focuses on research-based, real-word strategies that help establish a classroom culture where students feel valued and can thrive. It stresses three main areas that teachers can address to set students up for success. These areas are Relationships, Relevance, and Responsibility. During this course, participants will reflect on their teaching, share ideas and strategies, and create a plan to implement new learning into their classrooms.

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

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

EDU 675 - Sign Language and Teaching to the Deaf/Hard of Hearing (3)

This course is intended to teach individuals how to communicate with the deaf using sign language. Objectives include: involvement in activities to become more aware of deaf culture, finger-spelling, total communication, decisions parents face as they care for their deaf child, interpreter issues, and learning how to make accommodations in the main-stream classroom for deaf or hard of hearing students. The use of assistive technology for the deaf or hard of hearing is also demonstrated and discussed in this course. Individuals in this class gain useful and appropriate teaching strategies for deaf or hard of hearing students. At the end of the course, students are expected to demonstrate their understanding of sign and how to develop a positive classroom/school experience for the deaf or hard-of-hearing student.

EDU 676 - Literature in the Secondary Classroom (3)

This course focuses on the secondary classroom (grades 7-12). The purpose of the course is to assist secondary teachers in all content areas to teach reading strategies appropriate for their discipline. Teachers will share practical ideas for integrating reading, motivating students to read, and utilizing methods that will assist students in reading. New ideas for using fiction and non-fiction will be discussed, along with ways to effectively utilize books in the content classroom. Participants will share book titles, methods, and experiences to promote reading in an effective way. Students will be able to apply content reading and writing strategies in secondary classroom content areas.

EDU 677 - Student-Centered Early Childhood Math (3)

This course focuses on the progressive learning trajectories young children travel through as they learn foundational early number sense. Educators will learn how to help children developmentally move through CRA (concrete-representation-abstract) thinking and reasoning, meaningful ways to use a variety of manipulatives (Ten-frames, Two-sided Counters, Cuisenaire Rods, Pattern Blocks, Hundred chart, Base-ten Blocks, etc.) to support the young mathematician's math understanding, and how to make math meaningful and relevant to students' lives through the use of children's literature, real-life events, real-life tools, and connections to other subject areas. With knowledge of how children progress through Pre-K- primary grades math trajectories, educators will learn how to differentiate to meet the needs of the varying levels of knowledge and thinking of their students, leading to proficiency. Educators will expand their knowledge of the NE Standards/Common Core Standards; develop the art of questioning, prompting, and probing to get to the depth of student understanding; and learn how to develop math communities of self-regulated young mathematicians.

EDU 678 - Reading in the K-3 Classroom (3)

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

EDU 679 - Language Arts & Reading II (3)

Prerequisite: EDU 641. A methods course building upon the foundation laid in Language Arts and Reading I. It familiarizes elementary (including early childhood K-3) teachers with the current information about the process of teaching reading through a balanced approach. Students will explore instructional approaches including direct instruction teaching strategies such as systematic phonics instruction and mini-lessons on reading strategies, shared reading, guided reading, literature groups, as well as different management strategies for setting up an effective reading program. Children's and adolescents' literature is reviewed as to its application for teaching reading. Emphasis will be placed on implementing state and national reading and language arts standards.

EDU 680 - Practicum for Middle Grades (1-3)

This course is required for a Middle Grades Endorsement in Nebraska. Students must teach 150 hours in a middle grades classroom plus complete the assigned reading and journaling requirements.

EDU 681 - Practicum for Recertification (3)

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

EDU 682 - Curriculum for ESL Students (3)

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; and 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)
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 and Assessing the ESL Student (3)
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 the ESL learner. Students will create materials for classroom assessment and develop assessment plans.

EDU 685 - Critical Issues in Reading (3)
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)
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. Participants will move from theory to practice as they design and implement strategies for providing leadership in literacy.

EDU 687 - Diagnosis, Assessment & Instruction in Reading (3)
This course provides an examination of procedures used for diagnosis and assessment in reading with a link to planning instruction. Attention will be given to the examination, construction, interpretation, and use of authentic assessments for measuring student learning in reading. An emphasis will be placed on using a team approach in helping students experience success in reading. Students will move from theory to practice as they develop a framework for reading assessment that can easily be implemented in the classroom.

EDU 688 - Literature for Adolescents (3)
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 (3)
Internship is arranged on an individual basis. This professional term experience is designed to place the student into a school setting in which he/she can be given first-hand experiences in reading instruction to meet the Nebraska K-12 student standards.

EDU 690 - Writing in the Primary Classroom (3)
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.

EDU 691 - ELL Curriculum for Primary Students (3)
This course focuses on a variety of techniques to help the K-3 mainstream classroom teachers help their English Language Learners (ELL students) to be successful in the classroom. Students will develop an understanding on how ELL students learn and will receive hand-on opportunities to actively teach language learners. Participants will design curriculum materials to take back to their classrooms to provide support for their ELL students.

EDU 692 - Fine Arts for Elementary Teachers (3)
Prerequisite: EDU 737. A foundation of art education course exploring problems related to the teaching of art in the elementary (including early childhood K-3) and middle grades emphasizing various materials and techniques including fiber art, photography projects printing, drawing and painting, and three-dimensional art.

EDU 693 - Multicultural Art for the Elementary Classroom (3)
This course is designed to provide multicultural art experiences suitable for the K-8 classroom. This course will offer a wide variety of creative multicultural ideas appropriate for different age levels. Students will design multicultural art lessons appropriate for their

classroom and be able to use their art as an instructional tool in the classroom setting. Students will have time to make examples for their classroom. This is a "hands-on" class.

EDU 694 - Chromebooks and Chrome OS for Education (3)
Learn about how to utilize Chromebooks as well as Android apps for Chromebooks within the K-12 classrooms. We will cover a variety of G Suite, Google and other online tools to make your Chromebooks a valuable tool for you and your students.

EDU 695 - Bringing History to Life (3)
This course is designed to equip secondary, middle school, and elementary school teachers with ideas and methods for helping contemporary students "connect" with the past. The course will utilize a series of resources, techniques, and approaches in brief topical units that deal with world, European, ancient, as well as country-specific histories. The basic strategy of the course will be to teach broader historical trends through repeated use of specific and memorable examples that embody those trends. Teachers will design units of study to use in their classrooms.

EDU 696 - Developing Capable Young People (3)
This course provides strategies and skills that help adults empower children and adolescents in perceiving themselves as more capable and significant. Teachers will learn to assist student in improving their self-discipline, self-control, judgment, and interpersonal skills. Teachers will participate in class discussions, role-play, readings, and application of theory to practice in their own classrooms. Improved results will be seen in classroom and/or family management, discipline, motivation, and in helping young people successfully meet life's challenges in relationships and in the world of work.

EDU 697 - Education of High Ability Learners (3)
This course is designed to introduce students to the education of the gifted and talented/high ability learners, emphasizing the varied definitions of gifted, history and theories of gifted education, the major instructional models, and the need for fit between identification and programming. Students will consider the impact of research on educational decisions, the relationship between definitions and culture, contributions of leaders in the high ability world, and current issues facing professionals in the field. The students will develop a philosophy of education for high ability learners. As the most general course in the high ability education endorsement program, this course is designed to serve as an orientation to the field.

EDU 698 - Designated Subjects (1-3)
Courses designed specifically for cadres to meet expressed students' needs may be counted toward degree requirements within this category. Courses may include teaching methodology, curriculum design, or current educational interests of the cadres.

EDU 699 - Selected Topics (3)
Subject-specific courses (e.g., courses in history, English, mathematics, etc.) may be counted toward degree requirements within this category. Such courses are offered on the basis of expressed student need.

EDU 700 - Differentiation & Strategies for High Ability Learners (3)
Differentiation and strategies for high ability learners includes an examination of the intersection of giftedness and formal education to identify potential sources of conflict and promise. Research-supported teaching methods that can be used to tailor instruction to the learning needs, interests, and abilities of different types of students will be developed. Participants will examine course content, process, product, and learning environments as areas for differentiation. The class will consider pre-assessment and compacting, flexible grouping, and a variety of graphic organizers that promote high-end thinking. Models for differentiation and questioning, including Bloom's Taxonomy, Kaplan's model, and others will be addressed. Participants will reflect upon their practices to seek areas for improvement.

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

EDU 702 - Social and Emotional Needs of High Ability Students (3)
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 teachers of the gifted, basic counseling techniques that teachers can use, 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 703 - Profiles of High Ability Students (3)
The special populations course will focus on the unique needs of particular groups within the gifted population who are not typically well represented. Students will learn about the unique needs and characteristics of these groups, including racial/cultural/ethnic backgrounds, socio-economic, twice exceptional, English language learners, underachievers, and highly gifted students, as well as others. In particular, we will focus on the experiences of gifted students with learning disabilities; students will consider those children whose gifts are in domains not traditionally addressed by school systems. The course will examine concerns that affect each of these groups, as well as counseling, programming, and strategies that tend to be successful in identifying and accommodating these learners. The participants will plan activities and lessons to address issues affecting the gifted.

EDU 704 - Practicum in High Ability Education (3)
This course is designed for the High Ability Education K-12 endorsement in Nebraska. Students must include experience at both elementary K-6 and secondary 7-12 levels in 150 hours of practicum experience.

EDU 706 - Supporting Writers in the Intermediate Grades (3)
Participants will learn effective practices in teaching writing in the intermediate grades. They will explore and deepen their understanding of topics such as the writing process, using a writer's notebook, sharing writer's talks, interactive writing, conferring with writers, using mentor texts and providing effective mini-lessons throughout the writing process, from exploration through final draft stage. Participants will utilize and field test a variety of writing activities in their classroom.

EDU 707 - Supporting Readers in the Intermediate Grades (3)
Participants will learn effective practices in teaching reading in the intermediate grades. They will explore and deepen their understanding about topics such as the reading process, vocabulary and word study instruction, using formative and summative assessment to guide instruction, managing independent reading, and the purpose of whole group and small group instruction.

EDU 708 - Center Based Activities in the Primary Classroom (3)
This class will review and discuss best practices and current research of center-based activities used in the primary classroom. Participants will be able to design center-based activities within their primary classroom. This design will include classroom management, developmentally appropriate practices, and accountability.

EDU 709 - 21st Century Learning (3)
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 Disorder (3)
This course is an overview of historical and contemporary perspectives related to identification and programmatic considerations for children with autism. Topics discussed include the causes of this disability and the learning and behavioral characteristics of children with autism, as well as their implications in education. Students will develop IEPs for the autistic child.

EDU 712 - Brain Compatible Learning Strategies (3)
A course designed to assist teachers in improving the learning of their students through the implementation of brain compatible learning strategies supported by technologies. Students will explore how the brain learns, develop appropriate strategies for learners, and develop lessons using technology that will assist students in meeting their potential. Teaching methodology includes presentations, demonstrations, discussions, guest speakers, and guided practice. Students will also be introduced to a variety of assessment methods appropriate for these unique learning strategies.

EDU 713 - Coaching Theory: Leadership and the Pursuit of Excellence (3)
This course is designed to give insights, strategies, and guidance to become a more effective coach, teacher, and leader. The course will focus on magnifying the educator's talents, enhancing his or her skills, and assisting them in developing philosophies to gain positive results on the athletic field and in the classroom. This course will focus on how to motivate people, develop teams, plan for success, get better involvement and commitment from students and student athletes, enhance communication, develop sport specific skills, and build better relationships. In addition, emphasis will be placed on how individuals taking this course can develop and maintain a healthy lifestyle and positive attitude and assist their student athletes in developing skills that will help them throughout their lifetime. Students will participate in daily group discussion, read and debate current educational and athletic issues, and design and prepare general and specific action plans. Students taking this course will study successful coaches and draw from these models in developing individual coaching philosophies. Additional class enhancements will include guest speakers and interviews with master teachers and coaches.

EDU 714 - Developing Positive Learning Environments (3)
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 715 - Digital Media in the Classroom with iLife (3)
Participants will learn the tools and skills to integrate multimedia software and resources into their curricular areas. This course will focus on Apple's iLife Suite (iMovie, iTunes, iPhoto, iDVD, Garageband, etc), as well as other tools such as Photoshop elements, Keynote, Quicktime Pro, and Audacity sound editing software. All these tools will be utilized to facilitate technology integration in the K-12 classroom. Students will design units of study that incorporate technology.

EDU 716 - Digital Storytelling (3)
This course provides participants with the opportunity to learn about the following programs to help K-12 students tell stories from all aspects of life. The course will include these programs: iPhoto - setting up albums, faces, places, while making cards, calendars, and slide shows; iMovie (09) - creating basic movies (importing video, pictures, and music) and burning a DVD for digital storytelling purposes; and GarageBand - creating music for the stories. Participants can bring their own laptops if they prefer. Participants will prepare materials for use in their classroom.

EDU 717 - Elements and Principles of Art for the Classroom (3)
When a piece of art work is created, the ingredients are the elements of art: line, color, shape/form, texture, and value. How they are used makes up the principles of art: balance, emphasis, proportion, movement, rhythm, repetition and pattern, variety, and unity. In this class, students will gain a better understanding of the artworks of the great masters by analyzing how they handled the elements and principles of art. Through class critiques, they will create their own examples of lesson plans and artwork consciously using the elements and principles of art.

EDU 718 - Enhancing Learning by Developing Peaceful Classrooms (3)

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

EDU 719 - Implementing Art in the Curriculum (3)

This course is designed to broaden the knowledge base in the area of art for the K-12 teacher. The course includes methods of implementing art in various subject areas as well as providing instruction in art practices and techniques. Projects and lessons for use in the classroom will be completed.

EDU 720 - Introduction & Use of Web 2.0 Technologies in the K-12 Classroom (3)

This course examines various Web 2.0 technologies and discusses implications for teaching and learning. Web 2.0 is fundamentally changing the ways in which students interact with information. Students will master free online tools such as Twitter, Ustream, Google Docs, blogs, wikis, and many more that allow your students to produce projects which are "living online documents" rather than static projects. In addition, they will create a classroom lesson using one of these tools and learn a wide range of online applications to motivate and inspire both teacher and student. This course is suitable for teachers at any level of familiarity with Web 2.0 tools from beginners to experts.

EDU 721 - Lives of the Famous Artists (3)

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

EDU 722 - Impact of the Emotional Brain on Learning (3)

Brain dysfunction is a reason students fail at school. The brain is malleable and capable of change. This experiential class is based on Richard Davidson's book, The Emotional Life of Your Brain: How It's Unique Patterns Affect the Way you Think, Feel and Live - and How you can Change Them. We will explore the 6 basic emotional styles including resilience, self-awareness and attention. 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 identify strategies that can be used in classrooms to enhance learning.

EDU 723 - Sensory Smart Classroom (3)

Many academic and behavior problems do not respond to typical behavioral interventions. Every classroom has students who are slightly "out of step" but not to the degree that they qualify for services. This course presents a window of opportunity for helping these students develop the skills necessary for success in school. This experiential class will assist teachers to understand sensory processing issues and pertinent brain research. Teachers will develop activities that enhance and make learning a more positive experience for all children.

EDU 724 - Relationships, Respect & Responsibility (3)

This experiential course explores relationships, respect, and responsibility within the classroom environment through the implementation of practical and positive classroom management strategies. The course is designed to provide an exploration of strategies to raise the level of student responsibility, resulting in respectful students who self-monitor their behavior rather than depend upon external controls. Particular attention will be given to creating a classroom climate where relationships are the foundation, providing students with the opportunity to develop a positive sense of self-worth. Teachers will develop a plan to implement in their classrooms utilizing strategies to improve learning.

EDU 725 - Sign Language II & Literacy K-6 (3)

This course equips participants to use sign language in their classrooms to teach vocabulary, spelling, and reading. A child's vocabulary development can be enhanced by simultaneously presenting words visually, kinesthetically, and verbally. Research has found a correlation between exposure to sign language and improved reading scores. Teachers will learn strategies to increase students' achievement levels through the use of sign language and how to implement these signing strategies into reading, language, and vocabulary development. Students taking this course need to bring their class list of sight words or spelling words to class at the first meeting.

EDU 726 - SMART: Interactive Whiteboards in the K-12 Classroom (3)

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 classroom. 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 727 - Social Learning (3)

Educators are increasingly taking part in a global, social learning environment. This class will develop the student's personal learning network by exploring the wide range of online resources to improve the teaching and learning in their classroom. Students will be exposed to online resources for sharing, learning, and networking opportunities. Discussion will revolve around appropriate use in schools and using the tools to maximize time and personal growth. Class assignments will relate back to the individual student's teaching assignment.

EDU 728 - Success Strategies for Struggling Students in Culturally Diverse Classrooms (3)
Culturally appropriate success strategies for interactive teaching, learning, and study skills will be presented for Hispanic, Native American, Asian, and African-American students. Field trips are an integral part of the course. Participants will develop teaching tools, resources, and strategies to better meet the needs of their students.

EDU 729 - ESL: Communicating in an Educational Environment (3)
Language and culture are two multidimensional and constantly changing phenomena that are integrally connected to everything that happens in the world. As any language is culturally conditioned, any culture is linguistically defined. The main goal of this course is to examine the relationship between language and culture, their influence on each other, as well as their effect on community, identity, beliefs, and values. Participants will develop skills to decrease misunderstandings, send clear messages, receive and interpret messages accurately, and promote effective communication as it pertains to ESL classrooms.

EDU 731 - Word Study - Improving Vocabulary, Spelling, and Phonics Instruction (3)
Participants will explore current research in vocabulary, spelling, and phonics to become aware of critical attributes of effective work study programs. Participants will move from theory to practice as they assess and analyze classroom writing and reading samples to inform instruction. Results of assessment and implemented word study programs will be used to design and implement word study lessons for large and small group instruction. This course is designed for teachers in primary grades.

EDU 732 - Arts are Basic (3)
This course focuses on the arts as a tool for learning. Participants will learn how aesthetics can increase students' skills in perceiving problems, discovering possible solutions, and making informed choices. Participants will have the opportunity to study with professional teaching artists and develop new curriculum ideas for their classrooms. Upon completion of this course, participants will increase their ability to use visual and performing arts as a way to engage students in learning.

EDU 733 - Classroom Connections (3)
Student achievement is essential in today's schools. In order for students to be as successful as possible, we as teachers have to form bonds, links, and connections to help our students learn. This course will help participants discover fun and creative ways to connect with your students, staff, and others in your life. In this class, participants will learn ways to establish a positive learning environment that is encouraging. The course will discuss infusing additional information on respect, responsibility, kindness, hope, positive choices, work ethic, and integrity while teaching curriculum. Participants will develop a plan for using this information in their classroom.

EDU 734 - Implementing Co-Teaching in the Classroom (3)
This course will help students take an inside look at how co-teaching works in the modern day classroom. Participants will explore the advantages and struggles that may arise with co-teaching, as well as open their eyes to the gift that co-teaching can give to your students. Students will look at current research for co-teaching to get a perspective of the benefits of this teaching strategy. Participants will get the opportunity to create assessments, lesson plan activities, and strategies to get co-teaching to work within your classroom environment.

EDU 735 - Language Arts & Reading III (3)
Prerequisite: EDU 679. A methods course focusing on an in-depth study and analysis of methods, materials, and assessments used by elementary (including early childhood K-3) teachers for the teaching of reading and language arts. Instruction will center on teaching reading, writing, listening, and speaking in an integrated format. Emphasis is placed on developing effective organizational and management skills for the classroom. In preparation for the student teaching experience, students combine theory, knowledge and skills, practical application, and hands-on materials as they develop their own personal philosophy of teaching reading and language arts. Emphasis will also be placed on implementing state and national reading and language arts standards.

EDU 736 - Elementary School Practicum I (3)
An examination of the primary education theories and social forces that have shaped American education with emphasis upon writers whose philosophical thought has had a particularly strong impact upon contemporary educational practices. Educational practices surveyed include the learning process, instructional design, teaching strategies, classroom management, diversity within the classroom, history and philosophy of education, and national/state K-12 content standards. The course includes field experience in elementary schools.

EDU 737 - Elementary School Practicum II (3)
Prerequisite: EDU 736. A course examining theories, principles, and characteristics of human development from conception to young adulthood. Students will gain an understanding of the study of the teaching and learning processes and the implications for planning educational experiences in terms of behavioral and cognitive psychological principles. Students will also investigate intelligence theories and their application to lesson design and presentation, classroom management, multiculturalism, and national and state K-12 content standards. The course includes clinical field experiences in elementary schools.

EDU 738 - Children, Youth and Family (3)
A study of human development based on the theory that primary caregivers have the greatest influence on the growth and development of both children and adolescents. The course covers human development of children and youth with a strong orientation to the contexts of family, parenting styles, school programs, and other vehicles of socialization. Students will participate in a field-based observation project.

EDU 739 - Methods for Teaching Elementary Physical Education (2)
Prerequisite: EDU 737. A course providing information and techniques related to planning, developing, implementing, and administering a curriculum for elementary school physical education programs including strategies in various teaching models for the normal and atypical child K-8.

EDU 740 - Google Chrome and Apps in Education (3)

Do you want to take better advantage of the free tools Google offers in your classroom? Has your school adopted Google as one of its main technology tools? If yes, then this is the course for you! Chromebooks and Google Chrome are becoming increasingly powerful in K-12 schools. This course covers many of the Google tools, apps, and extensions that you and your students can use in your classroom to be more efficient and effective. Topics include but are not limited to Google Chrome, Google Drive, Google Mail and Calendar, Google Docs (Document, presentation, spreadsheet, and forms), Google Tour Builder, Chrome Web Store, and other Google applications. After the course, the learner will have a solid understanding of many products in the Google Applications Suite.

EDU 742 - The Trauma Informed Classroom (3)

Research indicates that nearly one out of every two students sitting in the classroom has experienced at least one adverse childhood experience: at least one in four have experienced trauma severe enough to negatively impact their school success. An increasingly larger number of students are coming to school ill equipped to meet the demands of school and life. 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 current research that explains how trauma physically affects the brain and the body interfering with the ability to learn social emotional skills and develop multiple strategies to support social emotional development in all children. We will focus on strategies and tools that can help to cultivate a trauma-sensitive learning environment across all content areas.

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

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

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

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

EDU 745 - Trauma: Teaching through Experiences (3)

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

EDU 746 - SEL - Building a Classroom into a Community (3)

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

EDU 747 - Teaching Empathy: Changing Humanity (3)

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

EDU 905 - Professional Learning Community I (3)
This learning community is the initial course for entrance into the doctoral program. The purpose of the course is to prepare students for the comprehensive evaluation of course work from the master's degree through the specialization areas. It also assists students in their reflection on the processes of teaching and learning as they examine ethical issues surrounding the work of educational leaders. Working with a PLC advisor, the course will combine elements of written reflection on student work and a final comprehensive evaluation/presentation to an audience on their pre-doctoral work. The final reflective piece will examine how working for the terminal degree will impact their practices. Upon passing the Professional Learning Community I, students may begin work on their research and dissertation components.

EDU 915 - Professional Learning Community II (3)
Prerequisite: Completion of the research block. PLC II offers the opportunity for students to work together to refine a dissertation topic and complete the dissertation proposal. Working as a reading seminar, students will review literature and develop a proposal for the dissertation. The research committee for each individual also will be organized.

EDU 925 - Professional Learning Community III (3)
PLC III adds a natural support group for the beginning writing of the dissertation. Participants will work as peer editors, critical listeners, and consultants to the group. Other responsibilities for the professional learning community include serving as an audience for defense or oral examinations.

EDU 930 - Survey Methodology (3)
Survey Methodology is a study of survey methods that focuses on how to make resulting numbers as relevant as possible. This course will consider how questions are asked, how answers are gathered, and which people answer the questions. Students will learn to reduce total survey error by viewing the survey as a social exchange between researcher and participants.

EDU 935 - Advanced Mixed Methodology Research (3)
Prerequisite: Completion of the dissertation proposal is required. This course focuses on the major methods and techniques of practitioner based research including the design and use of mixed methodologies. It provides candidates with critical knowledge and skills in the evaluation and use of educational research and the ability to design alternatives to traditional research strategies that involve the mixing of models to fit the research needs of the candidate and method of research aligned to the goals of the student.

EDU 945 - Qualitative Research Design (3)
This course provides students with foundational knowledge concerning qualitative research. It will focus on designs and methodologies, theoretical and interpretive frameworks, ethical considerations, standards of validation and introductory data collection, analysis, and reporting.

EDU 946 - Advanced Qualitative Research (3)
The purpose of this course is to build on the introduction to qualitative research provided in EDU 945 by exploring multiple qualitative approaches in depth and their application to educational research. Students completing this course will leave with an understanding of the basic philosophical assumptions of qualitative research and the characteristics of five traditions of inquiry (case study, ethnography, grounded theory, phenomenology and narrative inquiry).

EDU 950 - Quantitative Research Design (3)
This is an introductory quantitative methods course which provides students with a fundamental understanding of the types of quantitative designs and statistical techniques used in education research. The course will use hands-on activities and emphasize the interpretation of data. Statistical software is used throughout the course.

EDU 951 - Advanced Quantitative Research (3)
Prerequisite: Students should have completed EDU-950 or have permission from instructors.
This course continues foundational knowledge of quantitative methods providing students experience with quantitative designs and statistical techniques used in education research.

EDU 955 - Academic and Professional Writing (3)
The purpose of this course is to support and further instruct students in professional and academic writing styles. Work will include reviewing grammar, voice and consistency, as well as a cumulative project of grant writing, proposal writing or an article submission to a peer reviewed journal.

EDU 985 - Dissertation (1-12)
Prerequisite: EDU 925. The student will complete the doctoral dissertation under the supervision of a faculty mentor. Enrollment each semester required. **Graded as pass/fail.**

EDU 999 - Selected Topics (3)
Courses are offered on the basis of expressed student need. Full course descriptions for each course are printed in the semester course schedules.

Educational Leadership

EDL 621 - Internship for Educational Leaders (3)
Internship for Educational Leaders provides students opportunities to apply the learning of previous EDL courses and to prepare for the final experiences of the EDL Cadre Program. Prior to beginning EDL 621, students complete a philosophy of education based on individual observations, learning, and experiences over the previous year of coursework. During an immersive experience at a school(s) or district(s) with principals, superintendents, or other leaders, students develop an understanding of the philosophy, mission, and vision of the site. Students participate in ongoing assessment of the plans, practices, and processes of school sites. Students systematically explore school improvement plans, curricular innovations, staff development activities, annual reports, and strategic planning as the site closes one academic year and plans for the next year. Students reflectively examine the ethical, legal,

and policy foundations that drive programs, decisions, and communication. Further, students develop an understanding of the complexity of school leaders' work. Students seek opportunities to further develop culturally proficient, servant leadership knowledge and skills.

EDL 675 - Foundations of Educational Leadership (6)
Foundations of Educational Leadership develops a foundation of knowledge, skills, and processes necessary for current educational leaders. The course focuses on developing an understanding and application of the EDL Outcomes as students develop a deeper understanding of personal leadership values, beliefs, and norms; know and understand servant leadership. Students begin to connect leadership to curriculum, instruction, and assessment, and develop a deeper understanding of diversity, equity, and inclusion through cultural proficiency. Additionally, students develop individual plans for field experiences aligning with course objectives, EDL Outcomes, and individual goals to further develop knowledge, understanding, skills, and dispositions to lead in school communities.

EDL 676 - Assessment of Student Learning for Educational Leaders (3)
The goal of this course is to assist educational leaders to use classroom-based and standardized assessment to maximize student achievement. Participants develop a vision of excellence in assessment that is balanced in terms of assessment purposes, achievement targets, assessment methods, and ways of communicating results. They will develop an understanding of the wide range of achievement targets that comprise academic success and establish priorities to lead that process. Participants will develop strategies to use the full range of methods for sharing information about student achievement, acknowledging that various users of assessment results need different information for distinct purposes. They also develop a data-driven improvement project.

EDL 680 - Elementary Field Experience I (3)
Elementary Field Experience I connects the knowledge, understanding, and skills gained in EDL 675 Foundations of Educational Leadership with action-based theory in a supervised field experience. Cadre students invest scholarly time and effort to better understand the complexity of the educational process, school culture, policies, and rules regulating school settings. Cadre students seek and are involved in a variety of supervised experiences and activities grounded in the Educational Leadership Outcomes and Essential Elements. Additionally, Cadre students are expected to engage in increasing learning for self and others through a culturally proficient servant leadership lens with solution-based, problem-solving decision-making strategies.

EDL 681 - Middle Grades Field Experience/Practicum I (3)
Establishes a bridge between the experiences in the Foundations of Educational Leadership course and those at the school site by integrating knowledge and skills in a supervised middle grades school experience. As part of this experience, students are involved in a variety of supervised activities including planning curriculum and meetings, using group process skills and strategies, participating in opening of school activities, solving disciplinary problems, supporting new faculty and staff, supervising activities, and communicating with parents and the community. Using experiences from the school sites, students study due process and school law cases to draw inferences and to assist with problem-solving and decision-making strategies during the four class sessions. The students analyze staff communication plans and public relations programs for their own school sites, review the literature in this area, and make comparisons with plans from other school sites to identify best practices. In addition, students develop an individual plan for the field experience that follows this class.

EDL 682 - Secondary Field Experience I (3)
Secondary Field Experience I connects the knowledge, understanding and skills gained in EDL 675 Foundations of Educational Leadership with action-based theory in a supervised field experience. Cadre students invest scholarly time and effort to better understand the complexity of the educational process, school culture, policies, and rules regulating school settings. Cadre students seek and are involved in a variety of supervised experiences and activities grounded in the Educational Leadership Outcomes and Essential Elements. Additionally, Cadre students are expected to engage in increasing learning for self and others through a culturally proficient servant leadership lens with solution-based, problem-solving decision-making strategies.

EDL 683 - Elementary Field Experience II (3)
Elementary Field Experience II connects the knowledge, understanding and skills gained in previously completed Educational Leadership courses with action-based theory in a second supervised field experience. Cadre students invest scholarly time and effort to better understand the complexity of the educational process through a servant leadership lens, focusing on continuous school improvement, Strengths Based leadership, effective communication, policies, and rules regulating school settings. Cadre students seek and are involved in a variety of supervised experiences and activities grounded in Educational Leadership Outcomes and Essential Elements. Cadre students engage in increasing learning for self and others through a culturally proficient leadership lens, with solution-based, continuously developing problem-solving decision-making strategies. Additionally, students process and apply educational research and literature to inform individual actions, beliefs, and philosophies.

EDL 684 - Middle Grades Field Experience/Practicum II (3)
This course continues bridging the learning from the Foundations of Educational Leadership course, the first field experience, and the middle grades 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 two full days to spend in schools other than their own. The class sessions will provide an opportunity for processing the field experiences of the

students and promoting new problem-solving techniques and decision-making strategies. Students will develop new skills in performance appraisal, interview techniques, collaborative staff development activities, promoting activities outside the classroom, and closing of school activities. Students will also develop a plan for their summer internship.

EDL 685 - Secondary Field Experience II (3)

Secondary Field Experience II connects the knowledge, understanding and skills gained in previously completed Educational Leadership courses with action-based theory in a second supervised field experience. Cadre students invest scholarly time and effort to better understand the complexity of the educational process through a servant leadership lens, focusing on continuous school improvement, Strengths Based leadership, effective communication, policies, and rules regulating school settings. Cadre students seek and are involved in a variety of supervised experiences and activities grounded in Educational Leadership Outcomes and Essential Elements. Cadre students engage in increasing learning for self and others through a culturally proficient leadership lens, with solution-based, continuously developing problem-solving decision-making strategies. Additionally, students process and apply educational research and literature to inform individual actions, beliefs, and philosophies.

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

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

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

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

EDL 695 - Research and Implementation: Educational Leadership (3)

Research and Implementation: Educational Leadership provides students the opportunities to consistently demonstrate knowledge, understanding, and application of educational leadership through a variety of activities and experiences in school settings. This semester includes emphasis on education law, and students implement and analyze the effectiveness of a collaborative, continuous school improvement action research project, modeling the systemic and systematic processes necessary in school settings. Additionally, students continue developing an understanding of quality instruction through the educational leadership lens and begin understanding the components of effective appraisal systems in school settings. Students create a digital Professional Portfolio as part of the culminating experiences of the Doane University Educational Leadership Program. Continued growth as culturally proficient leaders is emphasized as students read individually selected books and demonstrate understanding and application.

EDL 699 - Selected Topics (3)

Subject-specific courses (e.g., courses in history, English, mathematics, etc.) may be counted toward degree requirements within this category. Such courses are offered on the basis of expressed student need.

EDL 710 - Leadership of Special Education (3)

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

EDL 712 - Leadership of Education-based Secondary Activities and Athletics (3)

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

EDL 714 - Diversity, Equity, and Cultural Proficiency (3)

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

EDL 715 - Leadership Theory in Action (3)

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

EDL 716 - Teacher Supervision and Evaluation: Improvement of Instruction for Leaders (3)
Students will develop the knowledge, skills, and dispositions to develop, implement, and monitor a system of supervision and evaluation that provides actionable feedback about instruction, leadership, and other professional practices. Students will learn how to develop, implement, and monitor a human resource management system that recruits, hires, supports, develops, and retains effective and caring educational personnel.

EDL 718 - Early Childhood and Elementary School Leadership (3)
Students will develop the knowledge, understanding, dispositions, and skills of strategic leadership, instructional leadership, organizational leadership, and community-political leadership specific to elementary schools as well as early childhood. Students will study federal, state and local policies, procedures, regulations and best practices that shape early childhood and elementary school programs. Leading to ensure student success in school and success in life through a guaranteed and viable curriculum as well as challenging, intentional, and engaging instruction embedded in a safe, orderly, supportive, culturally responsive environment will be emphasized.

EDL 720 - Secondary School Leadership (3)
Students will develop the knowledge, understanding, dispositions, and skills of strategic leadership, instructional leadership, organizational leadership, and community-political leadership specific to secondary schools. Students will study federal, state and local policies, procedures, regulations and best practices that shape secondary school programs. Leading to ensure student success in school and success in life through a guaranteed and viable curriculum as well as challenging, intentional, and engaging instruction embedded in a safe, orderly, supportive, culturally responsive environment will be emphasized.

Special Education
EDS 605 - Behavior Intervention Strategies (3)
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.

EDS 610 - Collaborative Teaching-An Inclusion Model (3)
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 620 - Exceptional Children (3)
The study of children and youth with exceptionalities and the implications of serving those students in K-12 schools. An examination of federal, state, and local policies is completed so that classroom procedures can be developed and implemented in compliance with existing regulations. The course also prepares regular educators for their collaborative roles with mainstreamed students and consultative special educators.

EDS 621 - Advanced Assessment (3)
The assessment and interpretation of data from standardized tests, observations, checklists, and other data collection methods used by school resource personnel and relevant to verification guidelines and instructional planning are examined. Meaning is enhanced by the study of assessment development theory for application in K-12 classrooms.

EDS 621L - Advanced Assessment Practicum (1)
This course runs concurrently with EDS 621. Students will implement the assessment techniques from this course within their classroom.

EDS 622 - School Programming for Exceptional Students (3)
An examination of a variety of techniques for instruction in academic, social, and vocational curricula to children and youth with high incidence exceptionalities in schools. This course considers classroom setting options across a range of special education services and placement options. Students will select, adapt, and use a variety of evidence-based instructional strategies.

EDS 625 - Methods of Teaching Mild, Moderate Special Education (3)
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 626 - Advanced Instructional Adaptations (3)
Prerequisite: Acceptance by Teacher Education Committee. This course prepares students to make appropriate individualized instructional accommodations in all areas consistent with IDEA and NE Rule 51. The focus of the course is on the implementation of adaptations utilizing a multi-tiered model of support for learners with disabilities. Students will utilize technology in making adaptations for learners with special needs.

EDS 631 - Teaching Strategies for Exceptional Children (3)
This course is designed to enhance the skill of the participant to diagnose and analyze instructional accommodations for a variety of school settings. The focus of adaptations will include all areas of identification as determined by NE Rule 51. This course will provide participants with ideas and insight on a variety of strategies to use when working with students who have special needs. In

addition, learning from this course will qualify those involved to effectively communicate with parents, paraprofessionals, and other educators.

EDS 632 - Critical Issues in Special Education (3)
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 655 - Internship for Special Education (8)
Prerequisites: EDU 624, EDU 663, & EDS 620. 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 experiences in parent conferencing, student evaluation and assessment, classroom management, and related development of curriculum topics to meet the Nebraska K-12 student standards.

EDS 665 - Special Education Beginning Teacher Seminar (3)
A course required of students completing initial certification for special education. Students will explore issues for the first-year teacher. Students will begin planning for their teaching positions, developing curriculum, and making final decisions concerning classroom organization and management. In addition, students will review the topics of parent conferencing, school law, the Nebraska K-12 content standards, crisis intervention, and effective teaching. Other current topics in special education will be addressed as they relate to the beginning teacher.

EDS 680A - Practicum K-6 Special Education (3)
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.

EDS 680B - Practicum 7-12 Special Education (3)
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.

EDS 699 - Selected Topics (3)
Subject-specific courses may be counted toward degree requirements within this category. Such courses are offered on the basis of expressed student need.

Education Specialist Diploma

ESD 705 - Issues in Leadership (3)
This course will lay the groundwork for a common language and common understanding of the critical issues of education leadership at the school and district levels. The students will review text selections which include at least choices of current interest that frame the basic and fundamental aspects of how leaders think, what they think about, and how they go about putting thought into action. In addition, the text will include biographical and autobiographical selections of what leaders do to renew, reframe, and reinvent themselves through the processes of self- learning, self-discovery, and self-revelation. Students will begin design of the personal philosophy for leadership for the 21st century.

ESD 710 - School Districts as Organizations (3)
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.

ESD 715 - School-Community Communications (3)
In this course, presented in a seminar setting, students will develop the ability to plan for communications within the school-community as a two-way process of information sending and information gathering. Communication within the school-community will be framed as a process of engagement and as a foundation for the adaptive work of schools and communities in problem identification and problem solving. In addition, the students will develop competency in the strategies of engaging shareholders and stakeholders including both the school and community in ways that are adaptive and collaborative. The class also will investigate the issues of clear and effective communication including bias free and culturally competent measures and strategies of communication.

ESD 725 - Politics and Policy Leadership (3)
This course will cover the issues of policy and politics at the local, state, and federal levels. The students will explore how to identify the key policy leaders and position framers and how to influence policy development at each of the levels. The course will assist students in developing an understanding of the strategies that distinguish the activities of advocacy versus lobbying and how the policies at each level are connected and how they impact each other. In addition, the students will develop the knowledge, skills, and dispositions to be an influence on policy development without becoming partisan in the politics of decision-making. Students will discuss the role of policy in providing leadership at the local level, to the district, and to the schools/programs of the district. Legal and statutory frameworks at the federal, state, and local levels within which schools must operate are also explored. The

course will develop student knowledge of and strategies for accessing the resources and working within regulatory framework of regional, state, and federal agencies.

ESD 820 - Leading and Responding to Change (3)

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

ESD 830 - Human Resource Leadership (3)

This course will address the issues of the people that make up the system, who they are, what they expect, what they can contribute, and what they are likely to gain from engagement of all constituents in the educational setting. Other topics include issues of what motivates people to become engaged in their work; issues of cultural competence in interpersonal relationships and communications; equitable and fair policies and practices; impact and challenges of diversity; and the building of capacity within the various ranks of the people who make up the school-community. Students will develop a set of strategies for use in implementing the policy that "nothing will be achieved by any individual, group of individuals, or the organization as a whole until there is capacity for the change to take place." Human relations and human resource management will be included in the content as they impact the policies and practices that contribute to the building of capacity and the personal/professional development of all members of the school-community.

ESD 850 - Finance, Resource Management, Board Relations (3)

This course will cover both the theoretical and practice basis of school finance including the major finance dimensions, the implications for state and federal resources, and the development and management of a school district's budget. Budget procedures, budget development calendars, and budget priority setting and policy management will also be major domains of the course. Board-Superintendent relations will also be a central part of the course.

ESD 910 - Ethics of Leadership (3)

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

ESD 920 - Leadership Internship I (3)

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

ESD 930 - Curriculum, Instruction and Assessment Design (3)

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

ESD 940 - Leadership Internship II (3)

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

Instructional Design and Technology

IDT 605 - The Science of Learning (3)

This course explores cognitive psychology and learning theories and their application to instructional design for diverse learners. Students will be introduced to cognitive psychology and delve into key learning theories including behaviorism, social learning theory, and cognitive constructivism, examining their assumptions and principles and how they inform design, instruction, and

learning. Students will build a foundation for how people learn, apply research to their instructional practice, and debunk common misconceptions about brain functions and how people learn.

IDT 610 - Curriculum Development (3)
This course provides a comprehensive overview of the complex and dynamic process of curriculum development. Students will explore real-world curriculum design challenges along with the principles, practices, and processes involved in effective curriculum development and alignment. They will also engage in critical reflection and analysis of current practices, trends, and pedagogical approaches, and integrate technology and other innovations to promote and enhance learner engagement and success.

IDT 615 - Emerging Technologies (3)
In this course students explore emerging technologies and their application in instructional design to create engaging and effective learning and development experiences for diverse audiences. Students will examine the benefits and limitations of emerging technologies and apply foresight tools and frameworks to evaluate opportunities in tech-driven futures. Students will develop skill in selecting and incorporating appropriate learning technology, explore ethical and social implications, and examine issues related to accessibility, privacy, security, and equity.

IDT 620 - Instructional Design Models (3)
In this class students will explore contemporary and emerging models for instructional design and their applications in business and education. The course covers fundamental principles of instructional design including the evaluation and selection of appropriate design models and theories. Students will examine strategies for developing learning materials, and practice the design, development, and assessment of effective and engaging learning experiences.

IDT 628 - Visual Design & Accessibility (3)
This course introduces students to foundational concepts in accessibility and visual design principles including how visual design and accessibility impact learning, diversity and inclusion efforts, and learner engagement. Students will explore the legal and ethical responsibilities involved in designing inclusive learning environments, and develop strategies to overcome learning barriers related to ability, systemic biases, and structural limitations. Emphasis is placed on understanding the user experience and the practical application through applied research, critical discussion, and instructional material design and critique.

IDT 630 - Multimedia Instruction (3)
This course will discuss multimedia instruction research and the pioneers in the field. Students will critique multimedia design principles, such as Richard Mayer, and their use to create effective eLearning content. Students will also examine cognitive load theory and motivational types of engagement to evaluate how these factors can enhance or hinder learners' engagement with eLearning content.

IDT 640 - Learning Management Systems (3)
This course will provide students with an overview of the fundamentals of learning management systems. Students will compare and contrast popular learning management systems to select the platform suitable for a given context. Students will construct courses, design strategies for varied classroom delivery models, select content from outside vendors, and interact with students.

IDT 645 - Developing Web Applications (3)
Explore the skills necessary to design and develop web sites that include web application elements. In this course you will learn and apply skills for writing HTML, CSS, and JavaScript code as part of the instructional design process. Learning how to utilize the combination of these three languages will start you on your way to mastering the development of educational web sites with application components. Students will design and develop a web site with a simple interactive application component which will help them demonstrate their knowledge and skills to work in a digital and online environment.

IDT 650 - Advanced Web Development (3)
Prerequisite: IDT 645 This course will examine the criteria needed to create mobile-friendly courses. Students will develop HTML 5 and CSS programming to create responsive web designed content. Student will develop concepts and design strategies through concept to testing of a finished site.

IDT 655 - Advanced JavaScript for eLearning (3)
Prerequisite: IDT 650 JavaScript, and its related platforms and libraries, is a very popular programming language used by instructional designers to build educational games, performant native apps, cross-platform desktop apps and is the customizable language to use in most of the rapid e-Learning software tools. In this course, students will learn to use JavaScript on the front end to develop engaging interactive online learning experiences culminating in the design and development of a dynamic interactive eLearning project that fulfills an educational activity goal.

IDT 660 - Multimedia and Video Production (3)
Prerequisite: IDT 630. This course will explore the principles of rapid eLearning development. Students will apply software applications for non-programmers to design interactive eLearning courses without special programming skills. Students will also examine the components of video creation, the concept of visual literacy, video techniques, and communicating with visual images.

IDT 665 - Introduction to Design Thinking (3)
Explore design thinking principles and methodologies to incorporate a user-centered and empathetic design approach that relates to your target audience's current and unmet needs. Design and present solutions with the mind-set that your learning objectives are actually the instructional products making your target audience your consumer. Utilizing design thinking in your developmental process allows you to develop for your future customers (learners) and their challenges instead of relying only on past or historical challenges. Students will develop design thinking activities and processes specifically tailored for use in instructional product design.

IDT 670 - Game Strategies and Motivation (3)
This course studies game design techniques and strategies. Students will distinguish gaming models and methods as they relate to academic theories and psychological methods. Students will design games and evaluate them based on assessment goals.

IDT 675 - Instructional Design Writing (3)

Incorporate the world of persuasive writing as part of your instructional design toolkit. As an instructional designer and developer it is important to understand how to use various styles or manners of expressions in writing, along with varying points of view and personality to keep your target audience engaged. Learn how to use rhetorical devices to convey meaning or to persuade. These techniques can also be used to evoke emotions within your target audience. Then become your own best editor by learning the art of effective editing for clearer, more concise writing that reduces cognitive load. Students will develop and edit precise instructions for individual and group activities to engage their target audience as well as portions of an e-learning course with the goal to reduce cognitive load, positively influence learning transference, and serve as an on-the-job resource.

IDT 680 - Learning Evaluation and Data Analytics (3)

This course applies tools of data analytics and interpreting and reporting the results of an analysis. Students will evaluate the return on investment of training and education content through utilizing assessments, surveys, and other data generating elements.

IDT 690 - Capstone Project (3)

Prerequisite: Completion of other 4 theory and 5 applied courses. Students will formulate an instructional design project based on their current or future career paths. The project will encompass previous course work evaluated by peers and faculty.

IDT 699 - Selected Topics (3)

An investigation of topics of relevance to instructional design and technology.

Leadership

LDR 603 - Ethics and Social Responsibility (3)

Required core course. A more diverse, technologically changing society produces differing ethical standards that must be examined by managers for their application to decisions that are made about tasks and people within the workplace. This course examines the relationship between business (both for-profit and not-for-profit) organizations and society as a whole, and specifically, the responsibility of business to society.

LDR 610 - Foundations of Leadership (3)

This course explores the foundational knowledge of leadership theory and how it applies to the practice of leadership. This class reviews styles, traits and skills of leaders as well as the relationship and responsibility of followers.Using real-world situations and case studies, this class will link the theoretical to the practice setting the groundwork for a robust and exciting education experience.

LDR 620 - Leading through Change and Crisis (3)

A course examining the processes of innovation and transformation as leadership activities that focus on planned, purposeful, and consciously directed change. Students develop the confidence to act as initiators of change and the ability to envision and choose effective paths of change. Through exploration of theories of change, technology, organizational behavior, and human behavior, students develop skills and knowledge that enable them to respond creatively and effectively to a diverse range of situations and minimize the organizational and human stress created by a change effort.

LDR 625 - Emotional Intelligence and Diversity (3)

This course examines the importance of emotional intelligence in bridging the complex differences that exist between human beings in our increasingly pluralistic and global world. Using hands-on activities, students will examine their beliefs and behaviors around four concepts: Affirmative Introspection (self-awareness of beliefs, biases, hot buttons); Self-governance (taking charge of feelings and self-talk); Intercultural Literacy (understanding cultural norms/behaviors and transcending personal perspectives to show empathy); and Social Architecting (becoming a cultural interpreter and bridge builder). This course provides an expanded framework for understanding diversity and explores why difference matters. Students will create a portrait of their cultural identity. They will learn about their current level of cultural competence and opportunities for growth. They will learn how to lead more effectively by bridging differences, building connections, and becoming cultural interpreters.

LDR 630 - Human Centered Problem Solving and Design Thinking (3)

This class explores design thinking principles and methodologies to incorporate a human-centered and empathetic design approach that focuses on people's current unmet needs. In this course students will build and test ideas to understand, learn and solve problems in the context of the people they are serving. Students will reflect on their way of thinking, their actions and attitudes because actions and attitudes have an impact on actions and assumptions. This course works and examines when students require a new mindset and paradigm to develop better solutions to problems.

LDR 640 - Leading and Communicating in a Dynamic Society (3)

Prerequisite(s): LDR 610 The responsibility and challenges of leading and communicating in organizations in a digital and dynamic society can be daunting. The course will assess how virtual teams are formed and led, and how you incorporate these with traditional teams. The course will assess collaboration and co-creation with customers and stakeholders in new value networks that are being developed. The course will also look at how the digital age is creating a new dynamic that is requiring a cycle of learn, adapt, implement to go faster and faster. Dynamic learning in a dynamic community requires a dynamic form of communication.

LDR 650 - Strategic Leadership (3)

Prerequisite(s): **LDR 610** The goal of this course is to provide students with both analytical frameworks and inspiring postures to help them define a strategy for a given organization. The Strategic Leadership approach is based on the intuition that "the more unpredictable the environment, the greater the opportunity-if you have the leadership skills to capitalize on it". A leader, when effective is able to do all the following things: think strategically and navigate the unknown effectively: keep on learning about

oneself, recognize one's inner aspirations, ask inspiring questions, interpret from different angles, make decision according to conscious trade-offs, risks, and unintended consequences for customers and other constituencies, pinpoint and address conflicting interests among stakeholders, and to communicate stories about success and failure to promote institutional learning. This is the art of strategic leadership

LDR 697 - Selected Topics in Leadership (1-6)
This course offers opportunities to investigate topics in the study of leadership that are not covered in other courses and provides a procedure for faculty to pilot new courses.

LDR 785 - Leadership from the Inside Out (3)
This course guides students through a reflective journey that gets to the heart of significant leadership transformation: growing as people in order to grow as leaders. The focus is on more than the external act of leadership; it is on gaining deep insights and practices that enhance students' effectiveness as leaders for life. The goal of the reflective journey is to help students identify how they can consciously make a difference by fully living their potential. Students will develop skills and tools needed to lead with authentic influence that creates value. They will be able to assess the degree to which they are living and leading on purpose, from a place of character, in alignment with core values, and examine how they currently are and in the future can lead with an enriched sense of service. **Graded as pass/fail.**

LDR 786 - The "Person" as Leader Coach (3)
Prerequisite: LDR 785. Building on the focus on personal awareness in LDR 785, this course expands the focus to include interpersonal and leader awareness, particularly in relation to leader impact. Students will learn the power of connecting authentically with others through personal "story"; the relationship of non-doing to leader effectiveness; ways to live and lead more authentically from a place of purpose and values; ways to silence the inner critics that keep individuals from acting bravely and reaching their potential; and ways personality type impacts communication and personal and professional relationships. In addition, students will be introduced to coaching models and will apply specific coaching skills, including self-management, listening at deeper levels, and asking powerful questions. Paired with faculty coaches, students will engage in a one-on-one coaching partnership to develop an understanding of the power of coaching. This course also provides an opportunity for students to grow in their understanding of diversity and assess their level of cultural competence, using the Intercultural Development Inventory (IDI). Students will receive an Individualized Personal Development Plan with their IDI feedback, with suggestions for growing their cultural competence.

LDR 787 - Creating a Value-Added Leadership Legacy (3)
Prerequisite: LDR 786. This course focuses on synthesis, application, and sustainability of learning in the Developing Leader Coaches Capstone. Students will apply the coaching skills they learned in LDR 786 by facilitating a one-on-one coaching partnership with a coach outside Doane. Students will provide a synthesis of key learning in a personal reflection paper, describing specifically how their learning has changed them personally and professionally and how they will apply that learning. Students will complete an Individual Leadership Development Plan that includes goal setting, creating their personal philosophy of leadership, and outlining their vision for leader impact.

Music

MUS 601 - History and Philosophy of Music Education (3)
The course will survey the major philosophical approaches to music education from their context in history. Relationships to developments in general education as well as the political climate of the period will be explored. A major paper investigating one of the philosophical thinkers will be required in addition to a well-developed personal philosophy of music education. Students will develop a personal philosophy of music education as a part of an ongoing examination of their personal beliefs of music teaching and learning. Students will understand the important educational, historical, and political ramifications on music education. Students will be able to compare and contrast the major philosophical and theoretical perspectives of music education. Students will select one philosophical foundation that best fits their teaching philosophy and will apply it to their teaching practices.

MUS 602 - Music Curriculum Development and Evaluation (3)
This course examines the relationship between curriculum theory and philosophy of music education. Through the study of traditional and contemporary models of curriculum development and evaluation, students broaden their understanding of curriculum as it impacts the learning process. The major project for this course will utilize National Core Arts Standards and Nebraska K-12 Standards for Music as a focal point in the development of practical curricula projects for the students' individual teaching situations. Students will develop an understanding of the National Core Arts Standards and Nebraska K-12 Standards for Music and how to incorporate the standards into curriculum development and writing. Students will understand the role of curriculum as it impacts the learning process. Students will be able to develop assessment strategies that best measures student learning based on current curricular trends in music education. Students will develop and create a portion of a curriculum for a course that are currently teaching in their respective school.

MUS 610 - The Psychology and Sociology of Music (3)
This course merges the science of psychology and sociology with the teaching of music. It helps the teacher to understand the applications of psychological principles to the music learning process. The course will identify and discuss variables that affect a student's learning of music within a variety of sociological and behavioral viewpoints. Students will use a psychological or sociological lens in developing a single case study. Students will understand and apply psychological principles to the music learning process. Students will identify and explain sociological and behavioral principles that effect music teaching and learning in the classroom. Students will develop a single student case study focused on either a psychological/developmental or social/cultural viewpoint.

MUS 620 - Instructional Technology in Music (3)
This course is designed for practicing music teachers to learn and develop their skills in using technology that enhances the teaching and learning of music. A primary emphasis of the course will be to develop students' Musical Technological Pedagogy and Content Knowledge (M-TPACK) in the use of both laptops and in using mobile devices such as iPads. The technology focus will include personal learning networks (PLNs), music notation software, MIDI, digital media, online resources, technology-assisted assessment tools, and mobile devices. Students will identify a myriad of technological tools available for instruction and assessment in music education. Students will develop an awareness of their current strengths and weakness with regards to M-TPACK. Students will be able to create unit lesson plans that will incorporate a variety of technology-assisted tools that will enhance student learning and assessment. Students will be able to demonstrate uses of technology for creating personal learning networks (PLN) and music compositions/arrangements.

Register of Trustees, Faculty and Administration

Board of Trustees (BOTs)

The government of the university is vested in a self-perpetuating Board of Trustees, whose regular members serve a four-year term and are eligible for re-election. One additional member represents the alumni council and serves a four-year term and is also eligible for re-election. The Board meets three times a year in the fall, winter, and spring. Administration of the university is by the president, with Division operations performed by members of the Executive Council.

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Jenei Skillett ('19, '23A), 2011-, B.S., M.I.L., Senior Executive Assistant to the President and Assistant Board Secretary
Luis Sotelo, 2017-, B.S., Vice President for Diversity, Equity and Inclusion
Mark Wateska, 2021-, B.S., M.S., Director of Athletics
Kristopher Williams, 2011-, B.A., M.A., Ph.D., Director of Institutional Effectiveness
Anne Ziola ('04, '09A), 2009-, B.A., M.A.M., Director of Human Resources

President Emeriti

Frederic D. Brown, 1987-2005, B.A., M.A., Ph.D.

Professor and Dean of the Faculty Emeriti

Maureen Franklin, 1884-2014, B.A., M.A., Ph.D.

Professor and Dean Emeriti

Lyn Forester, 1992-2019, B.A., M.Ed., Ed.D.

Faculty Emeriti

Doug Christensen, 2009-2022, B.A., M.A., Ph.D
Richard E. Dudley, 1966-1996, A.B., M.A., Ph.D.
Kay Hegler, 1974-2015, B.S., M.S., Ph.D.
Tom King, 1992-2018, B.A., M.Ed., Ed.D.
Julie Kozisek, 1980-2020, B.A., Ph.D.

Academic Deans

Daniel Bothe, 2024-, B.S., M.B.A., DBA, Dean, College of Business
Timothy Frey, 2013-, B.A., M.Ed., Ph.D., Dean, College of Education
Pedro Maligo, 2018-, B.A., M.A., Ph.D., Dean, College of Arts and Sciences

Graduate Faculty

Master of Arts in Counseling

Courtney East, 2017-, *Associate Professor*; MAC Program Director; Mental Health Counseling Dept Chair
University of South Alabama, B.S., M.S.; Auburn University, Ph.D.
Andrea McGrath, 2020-, *Assistant Professor*
Creighton University, B.A.; University of Denver, M.A.; University of Wyoming, Ph.D.
Arden Szepe, 2019-, *Assistant Professor*
Auburn University, B.S.; University of Colorado-Colorado Springs, M.A.; University of Tennessee-Knoxville, Ph.D.

Adjunct Faculty
Coral Frazell, 2014-, Carleton College, B.A.; Doane College, M.A.; University of Minnesota, Ph.D.
Jean Kilnoski, 2006-, Assistant Professor of Practice; Doane College, B.A.; University of Georgia, M.Ed.; Doane College, M.A.
Kensie McFadden, 2024-, Doane University, M.A.
Hannah Tehee, 2023-, Doane University, M.A.
Nicole Trevena-Flores, 2015-, Doane College, B.A., M.A.; Arizona State University, M.A.

Graduate Studies in Business
Master of Arts in Leadership

Jared Cook, 2018-, *Assistant Professor of Leadership, Chair of the Leadership Department*
Rochester Institute of Technology B.S, Fort Hays State University M.Sc., University of South Dakota Ed.D
Terri Deems, 2019-, *Assistant Professor of Practice, Chair of Instructional Design and Technology Department*
University of Nebraska Lincoln B.S., M.A., PhD.
Tiffany Shonerd, 2023-, *Visiting Assistant Professor*
Bellevue University B.S., M.S., University of South Dakota, Ed.S.

Adjunct Faculty
Kelly Brochu, 2024-, *Adjunct Faculty in Leadership*
Emmanuel College B.A., Salem State University M.A., Regis College, Ed.D.
Jenipher Cornelius, 2018-, *Adjunct Faculty in Leadership*
Oregon State University B.S., George Fox University M.B.A., Regent University DSL
Cathy Dillon, 2009-, *Adjunct Faculty in Leadership*
University of Nebraska Lincoln B.S., Doane University M.A.
Abi Henke, 2020-, *Adjunct Faculty in Leadership*
Nebraska Wesleyan University B.A., Doane University M.A.
Dana Miller, 2004-, *Adjunct Faculty in Leadership*
Vancouver Bible College B.A., Talbot Theological Seminary M.A., Azusa Pacific University M.A., University of Nebraska Lincoln Ph.D.
AnnMarie Williams, 2014-, *Adjunct Faculty in Leadership*
Western Illinois University B.A., Grand Valley State University M.Ed., University of Nebraska Lincoln Ed.D.
John Slieter, 2021-, *Adjunct Faculty in Leadership*
Doane University B.A., M.A.

Master of Business Administration

Jennifer Bossard, 2007-, *Professor of Economics*
University of Nebraska - Lincoln MA, PhD, University of South Dakota, BSBA
Tracy Corr, 2021-, Assistant Professor of Practice in Accounting
Doane College, B.A., University of Nebraska Lincoln, M.P.A.
Terri Deems, 2019-, *Assistant Professor of Practice, Chair of Instructional Design and Technology Department*
University of Nebraska Lincoln B.S., M.A., PhD.
Charlena Miller, 2022-, Assistant Professor of Practice in Business
University of Central Oklahoma, B.S., Portland Seminary, M.A.

Adjunct Faculty
Christopher (CJ) Domgard, 2022-, *Adjunct Faculty in Business*
University of Nebraska Lincoln B.S., University of Nebraska Omaha M.B.A.
Steven Horan, 2018-, *Adjunct Faculty in Business*
Northern State University B.S., University of Sioux Falls M.B.A.
Lori Hunke, 2022-, *Adjunct Faculty in Business*
Wayne State College B.S., Bellevue University M.A.M., Kansa State University Ph.D.
William (Bill) Kostner, 2004-, *Adjunct Faculty in Business*
Northern Illinois University B.A., Lake Forest Graduate School M.B.A.
Vincent Le, 2010-, *Adjunct Faculty in Business*
Eastern New Mexico University B.A., M.B.A., Kansas State University Ph.D.

Lori Lothringer, 2022-, *Adjunct Faculty in Business*
University of Nebraska B.S., University of Missouri M.B.A., College of Financial Planning M.S., Iowa State University Ph.D.
Steve Rathman, *2008-, Adjunct Instructor in Business*
Doane College, M.A.M., Liberty University PH.D.
Christopher Smithmyer, 2020-, *Adjunct Faculty in Business*
Penn State University B.S., Indiana University of Pennsylvania M.A., Florida Metropolitan M.B.A., Florida Coastal Law School J.D., Nova Southeastern University Ph.D.

Master of Science in Instructional Design & Technology

Terri Deems, 2019-, *Assistant Professor of Practice, Chair of the Instructional Design and Technology Department*
University of Nebraska-Lincoln, B.S., M.A., Ph.D.

Adjunct Faculty
Mary Ball, 2019-, *Adjunct Faculty in Instructional Design and Technology*
University of Nebraska Lincoln B.S., University of Phoenix M.Ed., Walden University Ed.D.
Chad Dennis, 2023-, *Adjunct Faculty in Instructional Design and Technology*
Western Illinois University B.S., M.S.
Whitney Fritzinger, 2024-, *Adjunct Faculty in Instructional Design and Technology*
University of Nebraska Lincoln B.A., Doane University M.B.A., M.S.
Diona Hartwig, 2020-, *Adjunct Faculty in Instructional Design and Technology*
Doane University B.A., University of Nebraska M.S.
Melissa Morris-Wichman, 2018-, *Adjunct Faculty in Instructional Design and Technology*
University of Nebraska Lincoln B.S., M.A.
Sarah Nichols, 2022-, *Adjunct Faculty in Instructional Design and Technology*
San Diego State University B.A., Ashford University M.A.

Graduate Studies in Education

Rachel Catlett, 2019-, *Assistant Professor of Practice, Director of the School Counseling program*
University of Nebraska - Omaha, B.S. M.S., Doane University, M.Ed.
Alexandra Clouse, 2024- , Assistant Professor of Practice
Doane University, B.A., M.Ed.
Karla Cooper, 2004-, *Assistant Professor of Practice*
Southeast Missouri State University, B.A.; Eden Theological Seminary, M.Div.; Doane University, Ed.D.
Rodney Diercks, 1997-, *Professor of Education*
Chadron State College, B.S.; Doane University, M.Ed.; University of Nebraska-Lincoln, Ph.D.
Timothy Frey, 2013-, *Dean of the College of Education, Professor of Education*
Doane University, B.A., M.Ed.; Indiana University-Bloomington, Ph.D.
Cindy Gray, 2022- Associate Professor of Practice, Director of the Educational Specialist Program
Nebraska Wesleyan, B.A.; University of Nebraska-Lincoln, M.A., Ed.S., Ph.D.
Emily Griesch, 2005-, *Assistant Professor of Education*
University of Nebraska-Lincoln, B.S.; Doane University, M.Ed., Ed.D.
Marilyn A. Johnson-Farr, 1993-, *Dwight E. Porter Professor of Education*
Nebraska Wesleyan University, B.A.; University of Nebraska-Lincoln, M.Ed., Ph.D.
Jill McCaslin-Timmons, 2017-, *Assistant Professor*
University of Nebraska at Kearney, B.S., Ed.S., University of Nebraska - Lincoln, Ph.D.
Robert McEntarffer, 2024- , Assistant Professor
University of Nebraska-Lincoln, B.A., M.A., Ph.D.
Felicia Nofuente, 2024- , Assistant Professor of Practice
University of Nebraska-Omaha, B.S., M.S.
Teresa Perkins, 2021-, *Assistant Professor, Co-Director of Educational Leadership Program*
University of Nebraska-Lincoln, B.A. Ed.D.; Doane University, M.Ed.
Trina Petit, 2022- Assistant Professor of Education
University of Wisconsin-Eau Claire, B.S.; University of Nebraska-Lincoln, M.A., Ed.D.
Carrie Rath, 2021-, *Assistant Professor, Director of the Initial Program at the Advanced Level for Certification*
University of Nebraska-Lincoln, B.A.; University of Nebraska-Omaha, B.A., M.A., Ed.D.
Catherine Sommervold, 2015-, *Associate Professor of Practice in Education, Director of the Ed.D. Program*
University of South Dakota, B.A., M.A.; University of St. Thomas (MN), Ed.D.
Deb Stuto, 2006-, *Assistant Professor of Practice in Education; Director of the Curriculum and Instruction*
Iowa State University, B.S.; Unversity of Nebraska-Omaha, M.S.; Doane University, M.Ed.
Tiffany Young, 2021-, *Assistant Professor in Education*
University of Nebraska-Lincoln, B.S., M.A., Ph.D.

Academic Calendars

2024-25 College of Education Semester Calendar

FALL SEMESTER 24/EDFA Saturday, August 17 - Sunday, December 15 (17 weeks)

<u>August</u>
26 Monday ....Online courses start (14 weeks long)
<u>September</u>
2 Monday ....Labor Day - University CLOSED
3 Tuesday.............Payment deadline for Fall semester
6 Friday ....Fall Census - Last day to drop a course with 100% refund (11 days after online courses start) Late adds will have $100 fee
<u>October</u>
31 ....Final day to withdraw from a course and receive a "W", unless course has already concluded (catalog)
<u>November</u>
6 Wednesday ....Spring Schedule Released in Self-Service (Wed prior registration opening)
11 Monday ....Registration for 25/EDSP starts
15 ....Last day for EdD students to defend dissertation
27 - 29 W-F ....Thanksgiving Break - 11/28-29 University CLOSED
30 Saturday ....Final day of online courses
<u>December</u>
 6 Friday ....Fall Semester GRADES DUE by 9am, for all completed courses and December graduates
14 Saturday ............COMMENCEMENT - 1 p.m. for August and December 2024 Graduates
16 Monday ....Remaining grades due

SPRING SEMESTER 25/EDSP Saturday, January 4 - Sunday, May 18 (19 weeks)

<u>January</u>
13 Monday ....Online courses start (14 weeks long)
20 Monday ....Martin Luther King Day - University CLOSED
21 Tuesday.............Payment deadline for Spring semester
23 Thursday ....Spring Census - Last day to drop a course with 100% refund (11 days after online courses start) Late adds will have $100 fee.
<u>March</u>
12 Wednesday ....Summer Schedule Released on Self-Service (Wed prior registration opening)
17 Monday ....Registration for 25/EDSU starts
31 ....Final day to withdraw from a course and receive a "W", unless course has already concluded (catalog)
<u>April</u>
15 ....Last day for EdD students to defend dissertation
19 Saturday ....Final day of online courses
<u>May</u>
2 Friday . ...Spring Semester GRADES DUE by 9am, for all completed courses and May graduates
17 Saturday ............COMMENCEMENT - 10 a.m. for May 2025 Graduates
19 Monday ....Remaining grades due

SUMMER SEMESTER 25/EDSU Monday, May 19 - Sunday, July 27 (10 weeks)

<u>May</u>
27 Tuesday.............Courses start for Crete campus May 2025 graduate
<u>June</u>
2 Monday ....Online courses start (no late adds allowed; 6 weeks long)
2 Monday ....Last day to add without a $100 late fee (EDL, ESD, EdD)
15 ....Final day to withdraw from an online course and receive a "W" (catalog)
15 ....Payment deadline for courses that started in May or June
19 ....Juneteenth - No Classes
30 Monday ....Last day to apply for Financial Aid for 24-25 year
<u>July</u>
4 Friday ....Fourth of July Holiday
7 Monday ....Grades due for courses required for certification (brand new teachers requiring state certification for the first time).
14 Monday ....Final day of online courses
15 ....Payment deadline for courses that start in July
15 ....Last day for EdD students to defend dissertation
23 Wednesday ....Summer census
23 Wednesday ....Fall Schedule Released on Self-Service (Wed prior registration opening)
28 Monday ....Summer Semester GRADES DUE by 9am for summer courses that are complete and August graduates
28 Monday ....Registration for 25/EDFA starts
30 Wednesday ....Transcript release date for summer courses that are complete
<u>August</u>
2 Saturday ....Summer Diploma date (invited to December ceremony)
4 Monday ....All remaining grades due
6 Wednesday ....Final transcript release date for August graduates with degree notation and late summer courses

2024-25 Lincoln and Online 8-Week Term Calendar

July 8 Monday .... Autumn Term schedule released
15 Monday .... Priority Registration begins for Autumn Term
22 Monday .... Registration begins for Autumn Term
August 9 Friday .... Summer Term grades published to Self-Service
 9 Friday .... Last day to add Autumn Term
14 Wednesday .... Autumn Term Begins / Payment Due
21 Wednesday .... CENSUS DAY - Last day to drop Autumn enrollments
September 2 Monday .... UNIVERSITY CLOSED - Labor Day
 3 Tuesday ....Winter I Term schedule released
 9 Monday .... Priority Registration begins for Winter I Term
11 Wednesday .... Last day to withdraw from an AUTM course and receive a 'W'
16 Monday .... Registration begins for Winter I Term
October 8 Tuesday .... Autumn Term Ends
 9 Wednesday .... Last day to add Winter I Term
11 Friday .... Autumn Term grades published to Self-Service
14 Monday .... Winter I Term Begins / Payment Due
21 Monday .... CENSUS DAY - Last day to drop Winter I enrollments
November 8 Friday .... Last day to withdraw from a WIN1 course and receive a 'W'
18 Monday .... Winter Flex/Winter II Term schedule released
27, 28, & 29... NO CLASS MEETINGS - Thanksgiving weekend
December 2 Monday .... Priority Registration begins for Winter Flex/Winter II Terms
 9 Monday .... Registration begins for Winter Flex/Winter II Terms
14 Saturday .... Winter I Term Ends
14 Saturday .... December Commencement Ceremony
20 Friday .... Winter I Term grades published to Self-Service

The Doane Offices will be CLOSED December 25 through January 1

January 3 Friday .... Last day to drop or add Winter Flex enrollments
5-11 Sunday-Saturday.. Winter Flex Term
10 Friday .... Last day to add Winter II Term
15 Wednesday .... Winter II Term Begins / Payment Due
20 Monday .... UNIVERSITY CLOSED - Martin Luther King Day
22 Wednesday .... CENSUS DAY - Last day to drop Winter II enrollments
February 10 Monday .... Spring Term schedule released
12 Wednesday .... Last day to withdraw from a WIN2 course and receive a 'W'
17 Monday .... Priority Registration begins for Spring Term
24 Monday .... Registration begins for Spring Term
March 11 Tuesday .... Winter II Term Ends
12 Wednesday .... Last day to add Spring Term
14 Friday .... Winter Flex/Winter II Term grades published to Self-Service
17 Monday .... Spring Term Begins / Payment Due
24 Monday .... CENSUS DAY - Last day to drop Spring Term enrollments
April 11 Friday .... Last day to withdraw from a SPRG course and receive a 'W'
21 Monday .... Summer & Summer Flex Term schedules released
28 Monday .... Priority Registration begins for Summer & Summer Flex Terms
May 5 Monday .... Registration begins for Summer & Summer Flex Terms
17 Saturday .... Spring Term Ends
17 Saturday..Spring Commencement Ceremony
21 Wednesday .... Last day to add Summer Term
23 Friday .... Spring Term grades published to Self-Service
26 Monday .... Summer Term Begins / Payment Due
26 Monday .... UNIVERSITY CLOSED - Memorial Day
June 2 Monday .... CENSUS DAY - Last day to drop Summer & Summer Flex enrollments
19 Thursday .... No CLASS MEETINGS - Juneteenth
20 Friday .... Last day to withdraw from a Summer course and receive a 'W'
July 4 Friday .... UNIVERSITY CLOSED - Fourth of July
 7 Monday .... Autumn Term schedule released
14 Monday .... Priority Registration for Autumn Term
21 Monday .... Registration begins for Autumn Term
26 Saturday .... Summer Term Ends
27-August 2 Sunday-Saturday .... Summer Flex Term
August 8 Friday .... Summer & Summer Flex Term grades published to Self-Service

Federal Disclosure Information

According to federal regulations, institutions must disclose certain information to enrolled students, prospective students, parents and employees. Below is a list of available disclosures, a brief description, department to contact, and phone number. Much of this information is also available on the Doane University Web site: https://www.doane.edu/about-doane/hea.

Disclosure: Rights Under Family Education Rights and Privacy Act (FERPA)
Description: Student's right to review educational records
Contact: Registrar's Office - 402.826.8251 or 402.466.4774
More Information: Doane website, Registrar page

Disclosure: Federal student deferments for Peace Corps or volunteer services
Description: Eligibility to defer loan payments for services performed in these areas
Contact: Financial Aid Office - 402.826.8260 or 402.466.4774
More Information: Financial Aid Office, your student loan lender and/or student loan guarantor

Disclosure: Financial assistance available
Description: Types of financial aid programs available at Doane University
Contact: Financial Aid Office - 402.826.8260 or 402.466.4774
More Information: University catalog, Financial Aid web page

Disclosure: Institutional Information
Description: Information about the school costs, policies and procedures
Contact: Office of Admission - 402.826.8222
More Information: University catalog, Financial Aid web page, various recruiting brochures

Disclosure: Completion rate, graduation rate
Description: Number of students who start and graduate from Doane
Contact: Director of Institutional Research - 402.826.6776
More Information: Office of Institutional Research

Disclosure: Campus Security Report
Description: Doane University crime statistics
Contact: Director of Campus Safety - 402.826.8295
More Information: Doane web site, Crime and Security Data

Disclosure: Doane University Code of Conduct
Description: Compliance of Higher Education Opportunity Act
Contact: Financial Aid Office - 402.826.8260
More Information: Financial Aid web page

Disclosure: Equity in Athletics
Description: Information on Doane's intercollegiate athletic teams
Contact: Doane University Athletic Director - 402.826.8583
More Information: Athletic Department

Disclosure: Drug-Free Workplace and Drug-Free Awareness Program
Description: Information on Doane's drug-free workplace policy
Contact: Office of Human Resources - 402.826.8200
More Information: University catalog, student handbook

Disclosure: Satisfactory Academic Progress
Description: Minimum standards for maintenance of federal dollars at Doane University
Contact: Financial Aid Office - 402.826.8260 or 402.466.4774
More Information: University catalog, Financial Aid web page

Disclosure: Doane University Student Employment Information
Description: Doane University student employee handbook and guidelines
Contact: Financial Aid Office - 402.826.8260
More Information: Financial Aid web page, Doane University student employment handbook

Disclosure: Study Abroad
Description: Information on academic and financial opportunities for study abroad through Doane University
Contact: Academic Dean's Office - 402.826.8221; Financial Aid Office - 402.826.8260
More Information: University catalog

Disclosure: Section 207 of Title II Higher Education Act
Description: Annual report on teacher preparation
Contact: Office of Institutional Effectiveness - 402.826.8255 - ie.support@doane.edu
More Information: University catalog, Teacher Education web page, DTEPH book

Disclosure: Title VI, Title IX, and Section 504
Description: Compliance of Civil Rights Act 1964, Education Amendments of 1972, and Rehabilitation Act of 1973
Contact: Anne Ziola, Director of Human Resources - 402.826.6773; 1014 Boswell Ave., Crete, NE 68333 or the Title IX Coordinator at titleix@doane.edu
More Information: Employee handbook, student handbook