



2014-2015

Doane College

School of Graduate & Professional Studies

Graduate and Advanced Studies

The Doane College School of Graduate and Professional Studies catalog is published annually in Crete, Nebraska. Doane College reserves the right to make changes in the curriculum, course structure, calendar, graduation requirements, costs, or any of its policies without notice.

The Doane College Catalog lists the requirements for the degrees offered by the College. 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.

### **Non-Discrimination Policy**

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

Any person having inquiries concerning the College's compliance with the regulations implementing Title VI, of the Civil Rights Act 1964, Title IX of the Education Amendments of 1972, or Section 504 of the Rehabilitation Act of 1973, is directed to contact Laura Sears, Director of Human Resources at [laura.sears@doane.edu](mailto:laura.sears@doane.edu) or 1014 Boswell Ave. Crete, NE 68333; (402) 826-6773. Laura Sears has been designated by the College to coordinate the institution's efforts to comply with the regulations implementing Title VI, Title IX, and Section 504. Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, regarding the institution's compliance with the Regulations implementing Title VI, Title IX, or Section 504.

# Campus Offices for Quick Reference

## Lincoln Campus

Lincoln Office	402.466.4774
Toll-free	888.803.6263
Fax	402.466.4228

Doane College, 303 North 52nd Street, Lincoln, NE 68504

## Grand Island Campus

Grand Island Office	308.398.0800
Toll-free	877.443.6263
Fax	308.398.1726

Doane College, College Park, 3180 W. U.S. Hwy. 34, Grand Island, NE 68801

## Omaha Campus

Omaha Office	402.891.6600
Toll-free	855.513.0248
Fax	402.891.6610

Doane College, 4020 South 147th Street, Omaha, NE 68137

## Crete Campus

Toll-free	800.333.6263
Academic Affairs	402.826.8221
Advancement/Alumni	402.826.8258
Business Office	402.826.8200
Financial Aid	402.826.8260
Library	402.826.8287
President's Office	402.826.8253
Registrar	402.826.8251
Business Office Fax	402.826.8600

Doane College, 1014 Boswell Avenue, Crete, NE 68333

E-mail/Internet Accounts: [first.name.last.name@doane.edu](mailto:first.name.last.name@doane.edu)  
Doane College Web site: [www.doane.edu](http://www.doane.edu)  
Doane College Bookstore: <http://bookstore.doane.edu/doane>  
Doane College WebAdvisor: [www.doane.edu/wa](http://www.doane.edu/wa)

# Introducing Doane College

## History of Doane College

For 142 years, Doane College has occupied a distinguished place among the liberal arts colleges of the Midwest.

The history of Doane College dates from 1857, when the General Association of Congregational Churches, in its first annual meeting at 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 preempted the old Crete Academy. The college was officially incorporated at that time as a non-profit institution governed by an independent, self-perpetuating Board of Trustees. It has received continuous accreditation from the North Central Association of Colleges and Schools since 1913. The college is authorized to conduct all affairs considered essential to the liberal arts enterprise wherever it is carried on, including teaching, research, academic study, and granting degrees.

Doane is historically affiliated with the church, 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 College Presidents

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

Arthur B. Fairchild	1912-1914 (acting)	David L. Crawford	1948-1954
William O. Allen	1914-1918	Donald M. Typer	1954-1966
John N. Bennett	1919-1925	Philip R. Heckman	1967-1987
Edwin B. Dean	1925-1936	Frederic D. Brown	1987-2005
Bryan S. Stoffer	1937-1942	Jonathan M. Brand	2005-2011
Bryant Drake	1942-1947	Jacque Carter	2013-

## Mission Statement

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

## Accreditation Statement

Doane College is accredited by The Higher Learning Commission and is a member of the North Central Association (NCA), 30 N. LaSalle Street, Suite 2400, Chicago, IL, 60602-2504. NCA may be reached at 800.621.7440 or [www.ncahigherlearningcommission.org](http://www.ncahigherlearningcommission.org)

Doane is also accredited by the Nebraska Coordinating Commission of Post-Secondary Education, 301 Centennial Mall South, P.O. Box 94987, Lincoln, NE, 68509-4987; 402.471.2295; and by other standardizing agencies.

Documentation of Accreditation may be viewed upon request in the Doane College President's Office.

## **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 college protects the confidentiality of data collected.

## **Doane College Memberships**

American Association of Colleges for Teacher Education  
Association of Independent Colleges and Universities of Nebraska  
College Entrance Examination Board  
Council for the Advancement and Support of Education  
Council of Independent Colleges  
Great Plains Athletic Conference  
National Association of Independent Colleges and Universities  
National Association of Intercollegiate Athletics  
Nebraska Association of Colleges and Universities  
Nebraska Independent College Foundation  
Nebraska Independent College Library Consortium

# Graduate Study Standards

## Purpose

The purposes of graduate standards at Doane College are to guide program development and to establish criteria for program evaluation.

These criteria are designed to maintain flexibility to allow for diversity and change, to incorporate appropriate strategies for adult learners, and to develop and promote innovative approaches to learning.

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 and experience brought from the field by participants in the learning community.
- Participants actively involved in individual program design.
- Individual learning objectives met through the reciprocal exchange between theory and practice.
- Content and context recognized as both having importance.
- Learning promoted as a process of study-action-reflection.

## Admission Standards

Standards are individualized by program as approved by the faculty and in accordance with discipline-specific accrediting bodies.

## Faculty Standards

- Under the supervision of a Dean, each degree program will consist of both resident and adjunct professors.
- A minimum of three resident faculty members who hold the terminal degree are involved in a degree program.
- Adjunct faculty are expected to hold the terminal degree or a minimum of a master's degree with exceptional expertise in the area of instruction.

## Course Standards

- Standards focus on the quality of the experience and the professional growth of the participants.
- Course standards are developed to meet outcome standards for each degree program (e.g., instructor/student contact, individual/group research demands, and field or practicum experiences) used singularly or in combination to establish quality, growth, and competency.

## Outcome Standards

The Master of Education (M.Ed.) program is accredited by the National Council for Accreditation of Teacher Education (NCATE).

The Master of Arts in Counseling (MAC) program is designed to meet regional standards.

*(Standards approved by the Doane College faculty, April 25, 1996).*

# Academic Procedures and Policy

## Admission of International Students

Doane College is authorized under federal law to accept non-immigrant alien students.

## Veterans

Doane College courses are approved by the Nebraska State Department of Education for veterans and other persons eligible for Veterans Administration benefits. Doane also participates in the Yellow Ribbon program.

Doane submits enrollment verification each term, after census, 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 the Doane VA representative of any change in enrollment. Repeated courses that are used to improve the student's GPA cannot be included in the credit hours reported to the VA. A required class that is failed can be repeated one time for purposes of VA assistance.

## Full-Time Student

Full-time students in either the Master of Arts in Counseling or Management programs are defined as those enrolled for at least three credit hours during a term of instruction. Students in the Master of Education program are considered full-time if they are enrolled for at least six credit hours during a term of instruction.

Counseling students may enroll for one or two credit hours of internship per term and be considered enrolled full-time. Management students may enroll for one or two credit hours of the Leading Edge or Research coursework and be considered enrolled full-time.

## Numbering System for Graduate Courses

All courses for each of the graduate degree programs are offered at the 600 and 700-level. 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.

## 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 college calculates grade point averages by assigning grade points to the respective grades as follows

Grade	Grade Points Per Credit	Grade	Grade Points Per Credit	Grade	Grade Points Per Credit
A+	4.0	B-	2.7	D	1.0
A	4.0	C+	2.3	D-	.7
A-	3.7	C	2.0	F	0.0
B+	3.3	C-	1.7		
B	3.0	D+	1.3		

## 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 web site via WebAdvisor and are recorded on the transcript.

## Grade Changes

After grades are submitted to the Registrar's Office, students are not allowed to submit any extra work or to ask for a reexamination in order to raise a grade.

A grade which has been reported by the instructor to the Registrar and recorded cannot be changed except in the case of an error in the grade. In the case of a successful student appeal under the established grade appeals policies (see program handbooks for details), a grade is changed by the Registrar upon notification by the Vice President for Academic Affairs.

## Graduates Grades

Final grades for graduates are processed before commencement. Once processed, these grades are considered correct and complete, 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 circumstance 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, senior seminars, 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.

Master of Arts in Counseling or Management students need to obtain a form from the Registrar's Office that will allow the teacher 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 complete the proper withdrawal form from the Office of Graduate Studies. 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 in the Master of Arts in Counseling program can withdraw any time prior to the last class meeting without academic penalty.

Students in the Master of Arts in Management program 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 courses that are offered on 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 College community; or 3) is unable to meet the institutional requirements for continued enrollment. Except in emergency situations or in the case of financial noncompliance, a student shall, upon request, be accorded a hearing by the appropriate committee prior to a final decision concerning his/her continued enrollment at Doane College.

## **Academic Standing**

A graduate student is in good academic standing if he/she maintains a graduate cumulative grade point average of 3.00 or higher. *Refer to individual programs for additional information.*

## **Academic Dismissal**

A graduate student may be dismissed from Doane College when the appeal process for suspension has been exhausted. Such students are notified in writing by the Vice President for Academic Affairs.

## **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. The student is notified in writing of his/her academic status and of any specific conditions for retention. Please refer to individual programs for additional information.

## **Academic Suspension**

A graduate student may be suspended from Doane College for any of the following reasons:

1. Failure to return to good academic standing after the specified probationary period (two terms for MAC and MAM; one semester for M.Ed.).
2. Failure to meet requirements set forth in the letter of probation.
3. Receipt of a second course grade below a "B-".
4. Breach of academic integrity.

*In all cases, the student is notified of the suspension in writing by the Dean of the program.*

*For the right of appeal, consult the individual program for additional information.*

## **Academic Integrity**

The faculty expect students to pursue their work with academic integrity. A copy of the policies concerning academic honesty may be obtained from the office of the Vice President for Academic Affairs in Crete or from the Dean of each program. Any breach of academic integrity may result in immediate suspension from the program.

## **Time Limitations**

A student is expected to complete the degree within seven years of beginning graduate study at Doane College., 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 his/her intention to complete the requirements by a particular graduation date, by submitting a graduation application online in WebAdvisor. This information is used to check 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 College are awarded and diplomas are issued three times a year-at the end of the spring term in May, August 15, and December.

The diploma will not be issued until any outstanding financial obligations to the college are satisfied.

## Services

### Bookstore

The Doane College Lincoln campus houses a bookstore, which stocks and orders required texts for the Master of Arts in Counseling and Management programs. Master of Education books are ordered from Specialty Books at [www3.specialty-books.com/doane](http://www3.specialty-books.com/doane).

### Library Facilities

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

### Transcripts

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 college. Students who request transcripts should include their student ID number, program of enrollment, and signature with the written request. Generally, the transcripts will be issued within three days, except during periods at the beginning or following the end of a term, when 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.

When students graduate or discontinue attendance at Doane College, subsequent credits from other colleges do not become a part of their Doane College transcript.

*NOTE: Grades are not posted to the transcript until the entire term is complete.*

## Federal Laws/Policies

### Access to College Records

The Family Educational Rights and Privacy Acts of 1974 (commonly referred to as "FERPA" or the "Buckley Amendment") 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 College 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, full or part time enrollment status, dates of attendance, or photograph.
4. **Compliance:** students have the right to submit complaints concerning the College's compliance with the requirement of FERPA to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 202024605, email address: [ferpa@ed.gov](mailto:ferpa@ed.gov).

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

## **Access/Services for Students with Disabilities**

The Rehabilitation Act of 1973 (section 504) and the Americans with Disabilities 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 to take other steps to open one of the programs to students with mobility impairments.

1. Students interested in services related to a disability should notify the college of any special circumstances that would affect their ability to compete equally in the college environment. To assist the college in providing services, documentation of such disabilities must be provided by qualified professionals upon request.
2. While students are encouraged to self-identify at the earliest possible time, they can access services at any time by initiating the process described in number one above.
3. To initiate this process, students are encouraged to contact the Office of Graduate Studies before beginning classes so their needs can be anticipated, reviewed, and accommodated.

## **Drug Free Policy**

The college prohibits smoking inside the classrooms or in the building. In compliance with the Drug Free Schools and Communities Act of 1986, as amended in 1989, Doane College explicitly prohibits unlawful possession, use, or distribution of illicit drugs and/or alcohol by students or employees on the premises or as part of any of its activities. Beverage alcohol may only be used in conjunction with specifically authorized functions by those of legal drinking age.

There are applicable legal sanctions in Nebraska for unlawful possession or distribution of illicit drugs and alcohol.

## **Title IX Policy Statement**

It is the policy of Doane College not to discriminate on the basis of gender in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments.

Inquiries regarding compliance with Title IX may be directed to the Director of Human Resources, Doane College, 1014 Boswell Avenue, Crete, NE 68333 or to the **Director of the Office for Civil Rights**, Department of Health, Education, and Welfare, Washington, D.C., 20202.

## **Verification of Student Identity**

To meet federal guidelines, Doane requires all electronic coursework be submitted through Black Board or Doane e-mail. Blackboard requires students to login each time using their Doane login and student selected password. All coursework e-mail correspondence is done using Doane assigned e-mail accounts. When student accounts are set-up the password is mailed to the students' permanent address via US mail. Students can change their password via the web at any time to maintain their security.

# Business Regulations

All accounts must be paid in full before the beginning of classes. In addition to cash and check payments, Doane accepts Visa, Mastercard, American Express, and Discover for settlement of accounts with a 2.75% convenience fee. Deferred payment is available for graduate-level courses through FACTS Tuition Management. (*Call the Graduate Office for more details or visit the Web site at [www.doane.edu](http://www.doane.edu).)* 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 dismissed from the college. Registration will be cancelled for students who are delinquent in their payments. No transcripts will be issued to students who have an outstanding balance or who have failed to pay off any indebtedness to the college.

## Official Business Day

The college's official business day, as defined for federal financial aid delivery purposes, is 8:30 a.m. to 3:00 p.m., Central time.

## Refunds

**Registration constitutes a financial contractual agreement between Doane College and the enrollee.** If a student withdraws from Doane prior to the official beginning of a term, all tuition and fees are refunded. After the term 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 college calendar as the last day for registration.) The amount of refund and the manner in which it is calculated depends on the student's status at Doane.

For students who are not first-time attendees of Doane, the refund is determined by the number of days that have passed from the official beginning of the term, using the following schedule:

## Term Schedule

0-7 days:	100%
8-15 days:	25%
After 15 days:	0%

## Semester Schedule

0-10 days:	100%
11-21 days:	50%
22-28 days:	25%
29-35 days:	10%

Master of Education classes often do not follow the standard semester schedules of Doane College. Each student must be aware of semester beginning dates, because tuition refunds are based on the semester dates instead of the beginning and ending dates of particular education graduate classes. The first class meeting may be later than the deadline for any tuition refund, depending on the Doane College calendar.

Tuition and fee refunds are generally based on the last documented date of attendance or the official withdrawal date. For a student who does not officially withdraw, the refund is generally based on the last date of class attendance, as determined by the college.

After census day, no refund is made unless a complete withdrawal occurs. No refunds are made for students dropping credits or classes, or students dropping from full-time to part-time status.

Federal law requires a specific calculation be used for those students who are Federal Title IV recipients, and who withdraw from the institution during the first 60 percent of the period for which they have been charged. (*Institutional costs are defined as charges that Doane College assesses a student for education expenses that are paid to Doane College directly.*) If a student drops after the 60% point in the enrollment period, the percentage earned is 100%. There is no refund, nor is there a calculation of Title IV Assistance earned. Doane College retains 100% of all charges.

The following education expenses are considered institutional costs:

- All charges for tuition, fees, room and board (if contracted with Doane College)
- Expenses for required course materials, if the student does not have a "real and reasonable opportunity" to purchase the required course materials from any place but Doane College.

The total amount of all institutional costs must be used in the calculation of a refund, including the calculation of unpaid charges, if they are specifically designated as excludable.

Excludable costs are defined as costs that the regulations permit Doane College to exclude from the total amount of institutional charges when calculating the refund. They include:

- An administrative fee
- Documented costs of unreturnable equipment
- Documented costs of returnable equipment, if not returned in good condition within 20 days of withdrawal.

Refunds are based upon the official start of the term and the withdrawal date. At Lincoln and Grand Island, except for graduate courses in education, a term is defined as one complete eight-week period, including seminars. The official registration and withdrawal process must take place during the appropriate time frame for the student to be considered for a refund. In some cases the actual start date of a course may be after a refund is no longer available.

If a withdrawing student received federal financial aid, a portion of any refund calculated must be returned to the federal student aid program(s) used.

Doane College restores funds to the student aid programs in the following order:

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal Perkins Loan Program
4. Federal Parent (PLUS) Loan
5. Federal Pell Grant Program
6. Academic Competitiveness Grant
7. National SMART Grant
8. Federal SEOG Program
9. TEACH Grant

Funds are restored to each program up to the total amount disbursed for the term before any funds are replaced in the next program.

## **Credit Balance Refunds**

Federal loans that are forwarded by electronic fund transfer (EFT) and applied to students' accounts (about a week after census day). Refunds will be processed the following week. Direct deposit is available for students who sign up online via webadvisor.

# Financial Aid

## Applying for Financial Aid

Financial aid consists of federal loans that provide funds for students to assist them in paying for educational expenses.

A **new student** applying for financial aid should:

1. Complete the Doane College application for admission and submit it along with the non-refundable application fee.
2. Complete the Free Application for Federal Student Aid (FAFSA) online at [www.fafsa.gov](http://www.fafsa.gov). *Doane's Title IV code is 002544*. In order to file electronically, the student needs to request a Personal Identification Number (PIN) from the Department of Education. (The PIN is the electronic signature when completing the FAFSA.) To request a PIN go to [www.pin.ed.gov](http://www.pin.ed.gov). The application is used to determine eligibility for all federal aid. This application must be completed annually.
3. Complete the Doane College Financial Aid Questionnaire. The site is [www.doane.edu/forms-worksheets](http://www.doane.edu/forms-worksheets)
4. Register for classes.

A **continuing student** applying for financial aid should:

1. Complete the Renewal Free Application for Federal Student Aid (FAFSA) online at [www.fafsa.gov](http://www.fafsa.gov). *Doane's Title IV code is 002544*. This application must be completed annually.
2. Complete the Doane College Financial Aid Questionnaire. This can be found at [www.doane.edu/forms-worksheets](http://www.doane.edu/forms-worksheets)
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 College website or at [www.doane.edu/financial-aid-newsletter](http://www.doane.edu/financial-aid-newsletter).

Students are not eligible to receive financial aid for classes added after census day (last day to drop and add).

## Satisfactory Academic Progress for Title IV Federal Financial Aid

Doane College 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 Perkins Loan
2. Federal Stafford Loan
3. Federal TEACH Grant

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 College
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. Below is the minimum grade point average requirements based on the number of attempted credits:

For federal financial aid purposes, the Financial Aid Office uses the same required cumulative grade point average (CGPA) the institution uses to be in good academic standing. A student must have a CGPA of 3.0 to be considered making qualitative progress for federal financial aid purposes.

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 attempted as registered for at the end of census day (last day to drop and add).

$$\frac{\text{Total Credit Hours Completed}}{\text{Total Credit Hours Attempted}} = \text{PACE}$$

Note: Transfer credits are not factored into a student's cumulative GPA but are considered in the number of attempted credits.

Only credit hours passed (grades A through D and P) are considered as credits earned. Transfer credits are considered in both the total credit hours completed and in the total credit hours attempted. 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.

## **Maximum Time Frame**

Depending on the graduate program of study, the student can receive federal financial aid for up to the following amount of attempted credit hours:

- Masters of Arts in Management (MAM) 54 credits
- Masters of Art in Counseling (MAC) 69 credits
- Master of Art Counseling-School Counseling 54 credits
- Master of Education 54 credits
- Educational Specialist 42 credits

If it is determined by the college the student is not able to complete his/her Master's degree without surpassing the time frame indicated above, the student would be placed on Financial Aid Suspension.

## **Financial Aid Warning:**

Students that 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 allowed to receive financial aid during the Financial Aid Warning period. A student receives only one Financial Aid Warning term while at Doane College. The student will be notified in writing 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 and/or the 75 percent completion rate. Students are not eligible to receive Title IV Federal financial aid if on suspension and are notified in writing of their Financial Aid Suspension status. Students may be able to continue taking coursework, however 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 and whether or not it is a qualitative or quantitative issue which has caused the financial aid suspension. Examples of extenuating circumstances include: 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.
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.

## **Financial Aid Probation:**

Students placed on Financial Aid Probation will be required to complete an academic plan and agree to the terms and the conditions of the plan in order to receive financial aid. The student's progress will be monitored to ensure he/she is meeting the conditions of the academic plan. If the student completes the terms and conditions of the academic plan, and does not return to satisfactory status after the ensuing term, the student will remain on Financial Aid Probation. The student can continue to receive financial aid as long as he/she is meeting the conditions of the academic plan.

If after the term of Financial Aid Probation the student has not complied with the terms of the academic plan and has not returned to satisfactory status, the student will be placed on Financial Aid Suspension and is not eligible to receive Title IV federal financial aid.

## **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 may contact the financial aid office if they wish to begin receiving Title IV federal financial aid.

## **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 College'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 for 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 college graduation requirements. If a student is on Academic Suspension, he/she is not allowed to enroll in classes at Doane College. Specific conditions of Academic Probation and Academic Suspension are communicated in writing to the student by the Academic Affairs office.

*Note: Doane Colleges Institutional Academic Policies are separate from Title IV Federal Aid Satisfactory progress policy and the policies differ.*

# Programs of Instruction

## Master of Arts in Counseling

### Mission Statement

Doane College, a comprehensive college in the liberal arts tradition, offers an academic curriculum to stimulate inquiry, enhance knowledge, and promote examination and development of values and perspectives through majors and the liberal arts and sciences. The college prepares students by offering academic and cocurricular opportunities to develop abilities and skills needed in and out of the work place. Doane also provides opportunities for students, faculty, and staff to develop and practice leadership skills.

Doane College offers a program of study and training leading to the Master of Arts in Counseling (MAC) degree. The mission of the Master of Arts in Counseling program is to prepare graduates of programs in psychology, sociology, social work, human development, human relations, nursing, and education to be highly competent mental health counselors who are:

1. skilled in the delivery of direct services,
2. knowledgeable about current empirical and theoretical developments in the counseling field,
3. capable of critically evaluating clinical research,
4. cognitively complex, and
5. able to assume leadership positions as respected consultants in a variety of mental health delivery systems.

The Doane College 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. Clinical classes are taught by active practitioners. Course work and supervised practical experiences 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.

The MAC program is designed to provide mental health practitioner training based on developing basic competencies and personal professional identity. This includes competencies in the areas of relationship development and management, counseling interventions, appraisal, research methodology, theoretical knowledge, and multicultural and human diversity. Within each of these areas, it is anticipated that the student will develop knowledge, skills, and attitudes appropriate for counseling practice.

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 college and beyond.

### 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 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.*

The MAC program is also designed to fulfill the preparation 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 two years of supervised work experience in an appropriate setting with supervision provided by a qualified supervisor, and obtain two letters of reference (one from a supervisor and one from a colleague). *For more information, contact the National Board for Certified Counselors, 3-D Terrace Way, Greensboro, NC 27403.*

The MAC program is further designed to fulfill the academic preparation component of the Academy of Clinical Mental Health Counselors and the National Board for Certified Counselors requirements for designation as a Certified Clinical Mental Health Counselor (CCMHC). Students seeking CCHMC status must also achieve a passing score on the national Clinical Mental Health Counseling Examination (NCMHCE), acquire two years (3,000 hours) of supervised work experience in an appropriate setting with 100 hours of supervision provided by a qualified supervisor, obtain three letters of reference (with at least one letter from a supervisor), and provide a work sample in an audio or video format of a counseling session. *For more information, contact the National Board for Certified Counselors, 3-D Terrace Way, Greensboro, NC 27403.*

## Summary of Costs for the 2014-15 Academic Year

Charges at Doane College 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.

Application Fee (non-refundable one-time fee)	\$ 125.00
Tuition (per credit hour)	\$ 350.00
Thesis Fee	\$ 200.00

## Application Procedure

A student applying for admission or for coursework in the Master of Arts in Counseling program is required to fill out an application with the Office of Graduate Studies. In addition to the application, the student must submit a letter of intent, describing professional and career goals and how graduate study will help accomplish these goals. Submitting incomplete or false information is grounds for denial or subsequent dismissal. Before review of the application can begin, official transcripts must have been received from all institutions of higher learning which the student attended. In addition, three letters of reference attesting to the student's academic competency, character, and work history must be sent directly to the Office of Graduate Studies. One of these three letters must be from an instructor in psychology or a related field with whom the student has studied.

## 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. A bachelor's degree from an accredited institution must have been earned 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.

### Option 2 (Degree-Seeking)

For consideration under this option, individuals who have a bachelor's degree from an accredited institution and a minimum of two years' full-time supervised counseling experience (approximately 2,000 direct-contact service hours with clients) may present a portfolio to the Student Screening and Progress Committee for review. This portfolio should consist of a detailed resume listing prior supervisors and work activities, as well as evidence of successful completion of an undergraduate statistics course. Each student who elects this option is given individual consideration, with admission being determined on a case-by-case basis.

### **Option 3 (Non-Degree-Seeking)**

Persons who have already earned a graduate degree in the mental health field may, with the approval of the Dean, enroll in courses 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 Dean confers level status in the following order:

### *Level 1 (Admission to Program)*

The Student Screening and Progress Committee confers Level 1 status upon matriculation. Level 1 students have accumulated between 0 and 15 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 15 credit hours in the program.
2. Cumulative grade point average of 3.00 or higher.
3. Cumulative professional performance evaluation average of 3.00 or higher.
4. Positive evaluation for candidacy by the Dean with approval of the appropriate standing committee.

### *Level 3 (Admission to Internship)*

Level 3 status is conferred based upon Level 2 status plus the following:

1. Satisfactory completion of 48 credit hours. minimum clinical contact 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 performance evaluation average of 3.00 or higher.
6. Positive evaluation by the Dean 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 the practica.
3. Satisfactory completion of 800 hours of internship.
4. Cumulative grade point average of 3.00 or higher.
5. Cumulative professional performance evaluation average of 3.00 or higher.
6. Positive evaluation and acceptance of the student for graduation by the Dean and the Student Screening and Progress Committee.

## **Transfer Credit**

The program accepts transfer credit for substantially equivalent graduate-level coursework completed at other accredited institutions. An application for transfer of credit is made to the Dean. Application should be made during the first term 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 regionally accredited institution of higher learning.
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 Dean, 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 practica or internships.

## Professional Evaluation Form

The purpose of the professional evaluation form is to record the student's professional ratings. In addition, the form requires that instructors comment on the student's strengths and weaknesses. It is hoped that the comments generated in this manner will guide the student and will also guide the program in evaluating student progress in a consistent and thorough manner. Whenever possible, instructors are encouraged to recommend areas for further study and/or remediation. The aims and design of individual courses determine in part the kinds of criteria that are applicable.

### *Professional Performance Criteria*

In awarding professional performance ratings, instructors will assess the following aspects of a student's performance:

1. Listens to others, cooperates with others, and accepts other points of view;
2. Responds in a self-reflective and self-critical manner to comments about professional and academic performance;
3. Abides by established ethical standards;
4. Shows motivation to master new material;
5. Demonstrates sensitivity, awareness of self and others, and acceptance of cultural and individual differences;
6. Demonstrates critical thinking and healthy skepticism;
7. Tolerates ambiguity that is inherent in the field of mental health;
8. Recognizes the rights and responsibilities of counselors as well as other professionals;
9. Demonstrates development of professional identity as a counselor.

In assigning a score for the professional performance component of each course, the following scale is used:

- 5.0 = *Exceptional*: At level of practicing professional counselor
- 4 - 4.5 = *High*: Higher than expected for educational and experience level
- 3 - 3.5 = *Good*: Performance meets expectations for level
- 2 - 2.5 = *Low*: Indicates substandard performance. Requires remediation
- 1 - 1.5 = *Poor*: Far below expected level of performance. Monitoring and significant 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 college, students, and advisers:

1. Copies of grade reports and professional evaluation forms are distributed at the end of each term to the student and the student's adviser and are placed in the student's file. This ensures that those most immediately concerned with the student's performance are properly informed.
2. Every term, the student's academic progress is reviewed by the Registrar, and the student is notified if a grade below B- or a grade point average below 3.00 has been earned.
3. Following completion of the student's first 15 hours and acceptance into Level 2 (and annually thereafter, or as needed), a review of progress is held by the Student Screening and Progress Committee. Faculty advisers present a summary of each student's academic, clinical, and professional performance to date. 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 annually informed as to their performance and standing in the program. Recommendations as to areas of strength and weakness are summarized in the annual review. The faculty's overall assessment, along with any specific recommendations, is communicated to the students by their advisers. At that time, students are asked to comment on the results of the faculty review.

Disciplinary issues may be referred to the Dean 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 Dean for disciplinary action include, but are not limited to:

1. Failing a course.
2. Receiving two grades of C+ or lower.
3. Receiving a single professional performance evaluation of 2 or 1.

4. Having a cumulative grade point average or professional performance evaluation average of less than 3.00.
5. Personal unsuitability for the counseling profession.
6. Failing a practicum.
7. Failing an internship.
8. Engaging in unethical behavior.

Students having academic, professional, or personal difficulty may come to the attention of the Dean through an adviser, a faculty member, or at the annual review of students.

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

## **Counseling, M.A.**

### **Program Design**

A total of 60 credit hours is required to complete the Master of Arts in Counseling program.\* The required core courses are:

- COU 601 - Theories of Counseling and Practice I (3)
- COU 602 - Theories of Counseling and Practice II (3)
- COU 610 - Psychopathology (3)
- COU 612 - Clinical Assessment (3)
- COU 618 - Mental Health Ethics, Law and Professional Practice (3)
- COU 621 - Counseling Practicum I (3)
- COU 622 - Counseling Practicum II (3)
- COU 627 - Professional Identity Development Seminar I (1)
- COU 628 - Professional Identity Development Seminar II (1)
- COU 629 - Professional Identity Development Seminar III (1)
- COU 630 - Advanced Multicultural and Human Diversity Counseling (3)
- COU 632 - Assessment, Case Planning and Management of Mental Health and Substance Abuse Clients (3)
- COU 634 - Group Processes (3)
- COU 653 - Foundations of Marriage and Family Therapy (3)
- COU 655 - Social and Cultural Context and Systems (3)
- COU 662 - Career and Lifestyle Development (3)
- COU 675 - Research in Counseling (3)
- COU 691 - Internship (1-6)

Note: Doane credits completed at the 500 level may not be used to fulfill degree requirements.

### **Practica**

Practica are supervised opportunities 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 program, 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 Director of Clinical Placement 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 Director of Clinical Placement makes all decisions regarding conflicts of interest.

The program requires two practica of 100 hours each. Each of these may be fulfilled over one or two terms. Students may begin their initial practicum upon completion of all requirements for Level 2 and approval of the Dean. Transfer of credit for practica is never granted, nor are the practicum requirements waived.

Students must obtain 40 hours of direct contact service with clients during each practicum and must have one hour per week of supervision through out their practicum by an 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. Grades are assigned on a pass/fail basis.

## Internship

The program requires that all students complete six credits of an internship consisting of 800 clock hours following successful completion of their practicum training and attainment of Level 3. Students must complete 320 hours of direct-contact service with clients during their internship and must have one hour per week of supervision throughout their internship by an 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. Grades are assigned on a pass/fail basis.

## 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 Arts in Management

## Summary of Costs for the 2014-15 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 textbooks or materials are required for the course, a fee is automatically billed to the student and must be paid at the first class session.

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

Application Fee (non-refundable one-time fee)	\$ 30.00
Tuition (per credit hour)	\$ 350.00

## Application Procedure

Doane College welcomes applications from all qualified individuals who wish to pursue graduate study in the Master of Arts in Management program. Such students must complete an application form and pay a \$30.00 application fee before beginning the first graduate 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.

## Admission Requirements

A basic requirement for admission into the Master of Arts in Management program is a baccalaureate degree from an accredited institution. When questionable evidence regarding character or personality appears in an applicant's materials, Doane College reserves the right to evaluate such factors as criteria of admission.

Admission decisions are communicated in writing to all applicants as soon as practical after all criteria have been met. 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.

## Degree-Seeking Students

### Level I - Program Admission

Admission to the program at this level requires:

1. A completed application form
2. Payment of a \$30 non-refundable processing fee
3. Official transcripts from all post-secondary institutions attended
4. Three recommendations from current or former instructors, employers, and/or supervisors (a form is provided by Doane College)
5. Essay detailing the applicant's career goals, and how graduate school will help reach those goals
6. Signed Family Educational Rights and Privacy Act (FERPA) statement (a form is provided by Doane College)

All materials should be submitted to: Office of Graduate Studies in Management, Doane College, 303 North 52nd Street, Lincoln, NE 68504. 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.

### Level II - Full Graduate Standing

Full Graduate Standing requires:

1. Completion of Level I Admission, plus,
2. A minimum 3.0 cumulative grade point average at the conclusion of the first 12 credits of graduate work in the program (with a minimum grade of B- on each course). These 12 credits must include BUS 680 - Foundations of Research (3).
3. Positive evaluation by the Dean and faculty.

## **International Students**

In addition to the general requirements for admission to graduate study, international students must present the following:

1. A minimum score of 600 on the Test of English as a Foreign Language (TOEFL). (The Dean may waive this requirement for students from English-speaking countries.)
2. A writing sample, such as an essay or term paper.
3. A personal interview with a designated representative of Doane College.

## **Non-Degree-Seeking Students**

The non-degree-seeking option exists to serve those students not wanting to pursue a graduate degree at Doane College 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 form and pay the non-refundable \$30.00 application 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 College within that year. In order to re-enter the graduate program after that period, a student must submit a new application (including the \$30.00 non-refundable application fee).

The records of former students who have not registered for courses in a graduate program for more than two years will be moved to inactive files. Such students must contact the office of the Dean 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 regular terms have passed and the student must undertake an activity 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.

## **Enrollment Procedures**

Enrollment in courses is conducted in two stages. The first stage is preregistration, which is completed four weeks prior to the beginning of the class. This process reserves a seat in the desired class for the student. The second stage is formal registration, which is completed the week prior to the beginning of the class. The student completes the formal registration process by confirming his/her classes and paying tuition and fees associated with the class(es). Students who do not complete the formal registration process are administratively removed from the roster. Students receiving financial aid must meet specified registration dates as determined by the Financial Aid Office.

## **Academic Policies and Procedures**

### **Graduate Credit**

The academic level of Doane College graduate courses is indicated by the level number. Courses numbered 600-799 are intended exclusively for graduate students working at the master's level. Students may not earn credit by examination at the graduate level.

### **Transfer Credit**

A student may transfer up to nine credit hours into the Master of Arts in Management program. This credit must have been earned from a regionally accredited institution of higher learning and be no older than seven years at the time of graduation from Doane. 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 Dean that the "pass" is equivalent to at least a "B-." Each course is reviewed individually and final determination of credit is made by the Dean and the Registrar. Each student is responsible for requesting official transcripts to be sent to the Office of Graduate Studies at Doane.

## Management, M.A.

The mission of the Master of Arts in Management (MAM) program is to develop effective managers who:

- Communicate and collaborate with others effectively;
- Understand the ethical dimension of business decisions;
- Apply economic, financial, and managerial theories to meet organizational goals;
- Develop skills of leadership that apply to either for-profit or not-for-profit organizations;
- Present and implement solutions to address business problems and meet goals.

### Program Design

There are four options available for students:

- The **Non-thesis option**, requiring 24 credits of core courses, five elective courses (15 credits), and three credits of The Leading Edge, for a total of 42 credits.
- The **Non-thesis with emphasis option**, requiring 24 credits of core courses, five emphasis courses (15 credits) and three credits of The Leading Edge, for a total of 42 credits.
- The **Thesis option**, requiring 24 credits of core courses, three elective courses (9 credits), three credits of one research methods course, and three credits of the thesis course, for a total of 39 credits.
- The **Thesis with emphasis option**, requiring 24 credits of core courses, five courses in an emphasis area (15 credits), one research methods course (3 credits), and three credits of the thesis course, for a total of 45 credits.

The required core courses are:

Doane credits completed at the 500 level may not be used to fulfill degree requirements.

- BUS 601 - International Business and Economics (3)
- BUS 602 - Human Resource Management (3)
- BUS 603 - Ethics and Social Responsibility (3)
- BUS 604 - Advanced Organizational Behavior (3)
- BUS 605 - Management and Regulatory Law (3)
- BUS 606 - Financial Issues for Managers (3)
- BUS 607 - Strategic Management (3)
- BUS 680 - Foundations of Research (3)

Complete either a or b:

a. The Leading Edge Non-thesis option:

- BUS 785 - The Leading Edge (0)
- BUS 786 - The Leading Edge I (1)
- BUS 787 - The Leading Edge II (1)
- BUS 788 - The Leading Edge III (1)

b. Thesis option:

- BUS 681 - Quantitative Survey Methods (3) or
  - BUS 682 - Qualitative Research Methods (3)
- BUS 795 - Research in Management I (1)
- BUS 796 - Research in Management II (1)
- BUS 797 - Research in Management III (1)

Note:

- Students who have completed at least six undergraduate credits in human resource management coursework with a B or better will not complete BUS 602 - Human Resource Management (3). **Instead those students will choose another approved 3-credit graduate course not required for the CORE or chosen emphasis.**
- Students who have completed undergraduate coursework in Regulatory Law/Compliance with a B or better will not complete BUS 605 - Management and Regulatory Law (3). **Instead those students will choose another approved 3-credit graduate course not required for the CORE or chosen emphasis.**

## **International Business Emphasis:**

Complete 24 credits of core courses

Complete

- BUS 617 - International Trade and Finance (3)
- BUS 630 - International Marketing (3)
- BUS 632 - Legal Aspects of International Business (3)

Complete two of the following courses:

- BUS 608 - Communication in a Global Environment (3)
- BUS 610 - Communication in the 21st Century (3)
- BUS 611 - Innovation and Entrepreneurship (3)
- BUS 643 - International Organizational Behavior (3)
- BUS 698 - Selected Topics in International Business (3)
- or other approved electives

## **Leadership Emphasis:**

Complete 24 credits of core courses

Complete

- BUS 609 - Leadership in Political, Social, and Economic Contexts (3)
- BUS 620 - Managing Change (3)
- BUS 622 - Leadership in Organizations (3)

Complete two of the following courses:

- BUS 608 - Communication in a Global Environment (3)
- BUS 610 - Communication in the 21st Century (3)
- BUS 611 - Innovation and Entrepreneurship (3)
- BUS 615 - Leading the Non-Profit Organization (3)
- BUS 652 - Strategic Planning (3)
- BUS 697 - Selected Topics in Leadership (3)
- or other approved electives

## **No Emphasis:**

Complete 24 credits of core courses

Complete

- a. The Leading Edge
  - plus five approved elective courses
- b. Thesis option:
  - plus three approved elective courses

# **Graduate Studies in 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 colleges 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, Educational Leadership, and Education Specialist 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 College Education Division believe all educational professionals are lifelong learners.

To meet future expectations of our nation's schools as they respond to a changing world, the Doane Education faculty believes the education of teachers and administrators is a developmental and emergent process. For development to occur, the roles of the educational professional are learner, teacher, researcher, and leader. To facilitate this growth, we will: 1) establish collaborative opportunities; 2) promote reflective inquiry tied to coursework, practicum experiences and action research; 3) provide leadership experiences; and 4) facilitate learning in context. We believe these essential elements create practices designed to develop the knowledge, skills, and dispositions for the developing professional. These elements are grounded in reflective and collaborative work which advocates success for all students.

## **General Program Information**

### **Application Procedure**

Doane College 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 or 700-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. The Dean of the Curriculum and Instruction program and the Assistant Dean advise Curriculum and Instruction degree-seeking, endorsement-seeking and Initial Program at the Advanced Level for Certification students through the advising office and the Dean of the Educational Leadership program advises Educational Leadership and Education Specialist students.

Advisers 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 web site, available 24/7 [www.doane.edu/wa](http://www.doane.edu/wa).

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 - Research Methods (3) and EDU 604 - Culminating Project (3) during the same semester unless these courses are specifically offered as a six hour block.

Educational Leadership and Education Specialist students are advised by the faculty and the Educational Leadership dean in one-on-one conversations during the regular class sessions in informal question and answer periods or by prearranged office visits before or after class. In addition, each student is advised at their school site visits each semester for program and career advice. Much advising is done by e-mail or phone as students live and work in many locations far from the graduate office.

The Graduate Office will monitor students completing 9 hours of Curriculum and Instruction 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, EDL 681 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 co-directors of the program along with the curriculum and instruction dean and assistant dean. Initial Program at the Advanced Level for Certification students must be admitted to teacher education (see the admissions requirements.) The co-directors 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.

### **Full-time Students**

Full-time students in the graduate education programs are defined as those enrolled in six credit hours during a term of instruction.

### **Career Placement**

Graduates may establish credentials through the Doane College Teacher Placement Office, which is located on the Crete campus. Information concerning the placement bulletin may be obtained through the Graduate Office.

### **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. 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. Unique schedule preferences of each site-based program are met by flexible scheduling.

### **Summary of Costs for the 2014-15 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 must be paid at the first class session. Required textbooks must be ordered from Speciality Books at [www3.specialty-books.com/doane](http://www3.specialty-books.com/doane) and are not available at the Doane Crete, Lincoln or Grand Island bookstores.

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

Application Fee (one-time fee for each emphasis)	\$ 30.00
Curriculum and Instruction Tuition (per credit hour)	\$ 216.00
Educational Leadership Tuition (per credit hour)	\$ 232.00
Education Specialist Degree (per credit hour)	\$ 263.00

## **Hold for Credit Policy**

A Doane senior who completes requirements for the bachelor's degree in December may receive up to 12 Doane College 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 Graduate Studies in 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 Education in Curriculum and Instruction**

Doane's site-based Curriculum and Instruction degree is designed to maintain a program committed to excellence while giving special attention to the needs of K-12 teachers. Some of the classes offered in this site-based program are held in K-12 schools across Nebraska.

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, understandings, 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).
  - Demonstrates how knowledge in content area is created, organized, linked to other disciplines and applied to global perspectives. Teacher utilizes technology in this process effectively.
  - Commands specialized knowledge of how to convey content knowledge to students including the ability to develop diverse and cultural perspectives.
  - Encourages students to construct new knowledge by seeking answers to their questions.
  - 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.
  - Maintains the belief that all students can learn by developing learning experiences for all cognitive levels.
  - Evaluates and selects developmentally appropriate outcomes and activities.
  - Incorporates current and research-based learning theories into practice.
  - Acknowledges that learners learn best from involvement with experiences.
3. Understands Differences - The developing professional recognizes and provides for individual differences and diversity.
  - Recognizes individual differences in students and adjusts practice to ensure fairness, equitable opportunity and success for each student.
  - Evaluates and designs curriculum for students with special needs.
  - Critiques and enhances curriculum for multidimensional perspectives fostering an attitude supporting the development of a community that values diversity.
  - Considers the influence of context and culture on behavior.
  - 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.
  - Differentiates instruction based on observation and knowledge of student interests, abilities, skills, background knowledge, family, and peer relationships.
  - Commands a wide range of instructional techniques including those of technology, knows when each is appropriate, and implements them as needed.
  - Exposes students to different modes of higher order thinking by teaching students to think analytically, critically and creatively, about real-world situations.
5. Motivates and Manages - The developing professional uses classroom management and motivational strategies to create a positive learning environment.
  - Creates a community where high expectations and support of students promote learning to support individual student achievement to ensure success for all.

- Utilizes different organizational settings in the learning environment to provide various learning opportunities.
  - Creates, enriches, and alters the instructional setting to encourage intrinsic motivation of students.
  - Facilitates problem solving and conflict management among peers.
6. **Communicates** - The developing professional uses knowledge of effective communication techniques.
- Possesses the interpersonal skills needed to work collaboratively.
  - Communicates sensitively with all audiences.
  - Uses a variety of media and technological tools to enrich learning and communication.
  - Seeks opportunities to facilitate communication with diverse populations.
  - Advocates, models and teaches safe, legal and ethical use of information and technology.
7. **Plans** - The developing professional utilizes effective planning techniques.
- Implements standards established by local, state and national authorities.
  - Collaborates in planning instruction to assure continuity of learning experiences for students.
  - Uses student-centered strategies and models including digital age learning strategies to meet all needs.
  - Differentiates curriculum and instruction based on children's developmental stages, intelligences, learning styles, strengths and needs.
  - Evaluates and modifies instruction resources, materials and practices.
8. **Assesses** - The developing professional understands the assessment processes.
- Defines assessment criteria and performance levels consistent with local, state, and national standards.
  - Uses culturally sensitive and developmentally appropriate assessment strategies in multiple contexts.
  - Conducts ongoing assessment in the instructional process measuring individual student understanding.
  - Uses assessment data to plan for student learning.
  - Forster student involvement in assessment.
9. **Reflects on Practice** - The developing professional reflects on practice and teacher preparation.
- Utilizes action research promoting problem solving and reflection to improve teaching and learning practices.
  - Engages in lifelong learning, assuming a variety of leadership roles, including professional presentations, mentoring and coaching, graduate study, and publishing research.
  - Implements and supports daily practices based on a personal philosophy of teaching and learning.
  - 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.
- Uses a range of human resources (peer tutors, other teachers, aides, volunteers) and school and community resources to meet the needs of students.
  - Acts as an advocate for students using family and community resources.
  - Works collaboratively and creatively with families, engaging them in the work of the school.
  - Acts as an instructional leader by participating collaboratively in the ongoing development of a strong school program.
  - Models and promotes professional behaviors and digital citizenship.

## **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 application 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.

The non-degree-seeking category consists of students who do not wish to pursue a graduate degree at Doane College, 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 College, 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**

After completion of the application for admission, each degree-seeking student is required to provide an official transcript from the institution awarding his/her undergraduate degree, and an official transcript from each institution granting graduate credit the student wishes evaluated for transfer credit. These transcripts must be sent directly from the institution to the Office of Graduate Studies at Doane College and must bear the official stamp of the issuing institution; transcripts issued to students are not acceptable for submission. Degree-seeking students may begin study before these materials are received, but the materials should be received by the Office of Graduate Studies by the end of the first term of study. Every applicant is considered equally without reference to race, color, religion, sex, nationality, disability, age, marital status, or sexual orientation.

## **Full Graduate Standing**

After completion of nine credit hours of graduate study, the file of a degree-seeking student is reviewed by the Graduate Committee of the Whole to determine if the student is eligible for full graduate standing.

The criteria for full graduate standing in the Master of Education in Curriculum and Instruction program are as follows:

1. The applicant must have earned a bachelor's degree from an accredited college or university with an undergraduate GPA of 2.8 or higher. Applicants not meeting this requirement will be referred to the Graduate Committee of the Whole for consideration.
2. The applicant must obtain three letters of recommendation from professional educators who are well acquainted with the applicant and can speak to his/her ability to pursue a graduate degree.
3. The applicant must maintain the highest ethical conduct in coursework and in professional positions held. A student must be a model, representing the ideals expected of members of the teaching profession as defined in the standards for Professional Practices Criteria in 92 NAC27.
4. The applicant must complete nine hours of graduate study at Doane with a 3.00 or higher cumulative grade point average. A student receiving a grade below a B- for any graduate course will have his/her file reviewed even though the student's cumulative GPA might be 3.00 or higher.

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.

Decisions are communicated in writing as soon as practical after the student completes nine credits of study and has on file the three letters of support and the required transcripts. 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.

## **Transfer Credit**

A student may transfer up to 12 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 Dean 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 College, Graduate Studies in Education, 303 N. 52nd St., Lincoln, NE 68504. These transcripts must be received prior to consideration for full graduate standing.

## **Curriculum and Instruction, M.Ed.**

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.

The required core courses are:

- EDU 601 - Critical Issues in Curriculum and Instruction (3)
- EDU 603 - Research Methods (3)
- EDU 604 - Culminating Project (3)

Select one:

- EDU 600 - Improvement of Instruction (3)
- EDU 613 - Models of Teaching (3)

Select one:

- EDU 602 - Assessment of Learning (3)
- EDU 645 - Assessment of Literacy (3)
- EDU 614 - Assessment of Literacy Development (3)

### **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. Complete and submit a portfolio.
6. Submit a written summary of the culminating project.

## **Curriculum and Instruction, M.Ed. with an emphasis in Music Education**

Thirty six hours are required for the Master of Education degree in Curriculum and Instruction with an emphasis in Music Education.

### **Required C&I Courses**

- EDU 601 - Critical Issues in Curriculum and Instruction (3)
- EDU 603 - Research Methods (3)
- EDU 604 - Culminating Project (3)

Select one:

- EDU 602 - Assessment of Learning (3)
- EDU 645 - Assessment of Literacy (3)
- EDU 614 - Assessment of Literacy Development (3)

Select one:

- EDU 600 - Improvement of Instruction (3)
- EDU 613 - Models of Teaching (3)

Complete 3 credits of additional C&I electives

### **Music courses**

- MUS 601 - History and Philosophy of Music Education (3)
  - MUS 602 - Music Curriculum Development and Evaluation (3)
  - MUS 610 - The Psychology and Sociology of Music (3)
  - MUS 620 - Instructional Technology in Music (3)
- Complete six credits of additional music electives (6)

## **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 - Developing Literacy in the Primary Classroom (3)
- EDC 614 - Developmentally Appropriate Practices: The Primary Program (3)
- EDC 616 - Critical Issues in Early Childhood Education (3)
- EDC 680 - Practicum for Early Childhood (3)

Select one course to meet the assessment course requirement

- EDU 602 - Assessment of Learning (3)
- EDU 645 - Assessment of Literacy (3)
- EDU 614 - Assessment of Literacy Development (3)

Select one of the following courses

- EDU 609 - Real-Life Math for Today's K-6 Classroom (3)
- EDU 690 - Writing in the Primary Classroom (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.

### Requirements for the ESL Endorsement

- EDU 729 - ESL: Communicating in an Educational Environment (3)
- EDU 682 - Curriculum for ESL Students (3)
- EDU 683 - Linguistics for ESL Teachers (3)
- EDU 684 - Methods of Teaching and Assessing the ESL Student (3)
- EDU 621 - Internship for ESL (3)

Note: This is a supplemental endorsement. Participants must hold a Nebraska teaching certificate in another K-12 teaching area to be eligible for this endorsement.

## **High Ability Education K-12 Endorsement**

This endorsement requires an applicant to have, or earn concurrently, an endorsement in a subject or field. The endorsement requires a minimum of 18 semester hours related to the education of learners with high ability and a minimum of 90 hours of related clinical experience, including experience at both elementary (K-6) and secondary (7-12). The Practicum (EDU 704) needs to be completed last for this endorsement.

### Requirements for the High Ability Education K-12 Endorsement

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

Note: Endorsement portfolio is required.

## **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 5301.

Complete:

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

Complete one course:

- EDU 667 - Writing Across the Curriculum (3)
- EDU 652 - Teaching and Assessing Writing in the K-8 Classroom (3)

Complete one course:

- EDU 676 - Literature in the Secondary Classroom (3)
- EDU 688 - Literature for Adolescents (3)

Complete one course:

- EDU 645 - Assessment of Literacy (3)
- EDU 614 - Assessment of Literacy Development (3)
- EDU 602 - Assessment of Learning (3)

Complete one course:

- EDU 634 - Reading in the K-6 Classroom (3)
- EDU 641 - Enhancing Literacy in the K-8 Classroom (3)
- EDU 679 - Reading in the 4-8 Classroom (3)
- EDU 606 - Improving Strategic Instruction in the Language Arts (3)

Complete one course:

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

## **Special Education Endorsement**

1. **Option 1 Special Education 7-12 (For certified teachers)**
2. **Option 2 Special Education K-8 (For certified teachers)**
3. **Option 3 Special Education K-12 ( FOR FAST TRACK STUDENTS ONLY)**

Required 25 credits for all SPED certificate candidates

- EDS 620 - Exceptional Children (3)
- EDS 622 - School Programming for Exceptional Youth (3)
- EDS 626 - Advanced Instructional Modifications and Accommodations for Students with Special Needs (3)
- EDS 631 - Teaching Strategies for Exceptional Children (3)
- EDS 621 - Advanced Assessment (3)
- EDS 621L - Advanced Assessment Practicum (1)
- EDS 610 - Collaborative Teaching-An Inclusion Model (3)
- EDS 632 - Critical Issues in Special Education (3)
- EDU 699 - Selected Topics (3) **ST-Behavior Intervention Strategies**

For the 7-12 Special Education endorsement complete the following:

- EDU 602 - Assessment of Learning (3) or
- EDU 614 - Assessment of Literacy Development (3) or
  - EDU 645 - Assessment of Literacy (3)
- EDS 680 - Practicum for Special Education (3) in 7-12
- EDS 625 - Methods of Teaching Mild, Moderate Special Education (3)

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

For the K-6 Special Education Endorsement complete the following:

- EDU 602 - Assessment of Learning (3) or
- EDU 614 - Assessment of Literacy Development (3) or
  - EDU 645 - Assessment of Literacy (3)
- EDS 680 - Practicum for Special Education (3) in K-6
- EDU 663 - Reading and Writing in the Content Area (3)
- EDS 625 - Methods of Teaching Mild, Moderate Special Education (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.

For the Initial Certification at the Advanced Level Student only: K-12 Certification

- EDU 602 - Assessment of Learning (3) or
- EDU 614 - Assessment of Literacy Development (3) or
  - EDU 645 - Assessment of Literacy (3)
- EDS 680 - Practicum for Special Education (3) in K-6
- EDU 663 - Reading and Writing in the Content Area (3)
- EDS 625 - Methods of Teaching Mild, Moderate Special Education (3)
- EDU 655 - Internship (3) **Clinical Practical Experience (8)**
- EDS 699 - Selected Topics (3) **ST-Special Education Content Test Preparation (1)**

You must complete a reading course, a writing course, and a mathematics course for elementary students. (9)

- EDU 665 - Seminar for Beginning Teachers II (3)  
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.

## **Initial Program at the Advanced Level for Certification**

### **Admission Requirements for Initial Certification Students:**

Prospective students must request an admission packet and submit the following documents:

1. A completed application for admission and the \$30 application fee
2. Two official copies of transcripts with the undergraduate degree posted, and an overall 3.0 minimum GPA
3. Three letters of recommendation
4. A writing sample (about 250 words) indicating reasons for interest in completing an endorsement
5. The *Praxis* Core Academic Skills for Educators Test with a passing score (Doane College must receive the scores prior to beginning coursework.)

The applicant must affirm that he/she has not been convicted of a felony or misdemeanor involving abuse, neglect or sexual misconduct. Finally, the student must complete a successful interview and transcript review with the Dean, the program directors, or the Assistant Dean of Graduate Studies.

### **Full Graduate Standing for Initial Certification Students:**

After completion of nine credit hours of graduate credits (Summer I coursework), the files of all students in the cadre are reviewed by the Dean and/or directors of the program and recommendations are made to the Graduate Committee of the Whole concerning the students' eligibility for full graduate standing. The criteria for full graduate standing in the initial program at the advanced level for certification are as follows:

1. The applicant must have completed all admission requirements.
2. The applicant must have completed at least nine hours of graduate study at Doane College 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 must also receive a recommendation from the Teacher Education Committee to continue in the program.

### **Teacher Education Admission and Certification**

1. At the completion of the summer session I, students will apply for admission to Teacher Education. Criteria for admission include the following:
  - Maintain a 3.0 GPA minimum.
  - Receive favorable recommendations from classroom teachers.
2. At the completion of the Fall semester, students will apply for admission to Student Teaching. Criteria for admission include the following:
  - Maintain a 3.0 GPA minimum.
  - Receive favorable recommendations from classroom teachers.
  - Receive favorable recommendations from practicum supervisor.
  - Successfully complete the practicum.
3. Students are recommended for certification when all of the following criteria have been met:
  - Students have successfully completed student teaching.
  - Students have received favorable recommendations from faculty, student teaching supervisor, and cooperating teachers.
  - Students have completed all coursework successfully and maintained a 3.0 GPA minimum.

### **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.

### **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 content test for the endorsement. Students can check the ETS web site for the particular test required for each content area endorsement and the qualifying score.

## **Initial Program at the Advanced Level for Certification**

The initial program at the advanced level for certification prepares candidates to teach in grades 7-12 in an area in which Doane endorses individuals. These areas include the sciences, mathematics, social sciences, English, language arts, business, foreign languages, music, and art.

Through a series of coursework, practicum, and internship experiences, candidates may complete the program in four terms (Summer I, Fall, Spring, Summer II).

### **Program Design**

Thirty-eight credit hours of graduate coursework are required for Initial Certification. Additional coursework may be required in the content area. Students begin the program in the summer term only. Upon completion of the coursework, students may apply for licensure in the state of Nebraska.

#### **Summer I:**

- EDS 620 - Exceptional Children (3)
- EDU 600 - Improvement of Instruction (3) or
  - EDU 613 - Models of Teaching (3)
- EDU 624 - Multicultural Education and Practice (3)
- EDU 663 - Reading and Writing in the Content Area (3)

#### **Fall:**

- EDU 626 - Secondary Methods (3)
- EDU 633 - Middle and High School Practicum (3)
- EDU 639 - Seminar in Secondary Education (3)

#### **Spring:**

- EDU 602 - Assessment of Learning (3)
- EDU 655 - Internship (3)

#### **Summer II:**

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

And a computer class to be selected from

- EDU 625 - Educational Uses of the Internet (3)
- EDU 636 - Technology as an Instructional Tool (3)
- EDU 638 - Integrating Technology in the Classroom: A Tool for the Future (3)

### **Additional 9 hours**

An additional 9 hours are required for the Master of Education degree.

- EDU 601 - Critical Issues in Curriculum and Instruction (3)
- EDU 603 - Research Methods (3)
- EDU 604 - Culminating Project (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.

## **Counseling, M.A., with an Emphasis in School Counseling**

The Doane College Master of Arts in School Counseling is designed for licensed teachers who have taught for two years. It will include 48 hours of course work, 100 hours of school based practicum experiences and 450 internship hours as designated by the Nebraska Department of Education. The mission of the Master of Arts in Counseling 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 children's and adolescents' needs.
5. be able to conduct assessments of cognitive, behavioral and academic needs of children and youth.

### **Admission Requirements**

1. A copy of the student current teaching certificate and evidence of 2 years teaching experience.
2. An undergraduate GPA of 2.80.
3. A graduate GPA of 3.0 after 9 hours of course work.
4. Three written recommendations
5. Provisional admittance to the 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 test for the endorsement. Students seeking an endorsement as a school counselor must pass the Professional School Counselor test.

### **Program Design**

- EDU 601 - Critical Issues in Curriculum and Instruction (3)
- EDU 602 - Assessment of Learning (3)
- EDU 603 - Research Methods (3)
- EDU 615 - Counseling Skills and Crisis Intervention (3) or
  - COE 615 - Counseling Skills and Crisis Intervention (3)
- COU 618 - Mental Health Ethics, Law and Professional Practice (3)
- COU 634 - Group Processes (3)
- COU 635 - Human Development Across the Lifespan (3)
- COE 601 - Counseling Theories and Methods for K-12 Schools (3)
- COE 602 - Practicum Lab in Counseling (3)
- COE 610 - Assessment Literacy in School Counseling (3)
- COE 620 - School Guidance Curriculum (3)
- COE 630 - Social and Cultural Awareness in School Counseling (3)
- COE 640 - Counseling for Gender and Diverse Populations (3)
- COE 650 - Programming for School Counseling (3)
- COE 691 - Internship in Counseling (3)
- EDU 604 - Culminating Project (3) or
  - EDL 695 - Research and Project Implementation (3) and COU Elective (3)

TOTAL 48 hours

## Mental Health Counseling Licensure

Students who wish to receive licensure in mental health counseling in addition to school counseling would need to complete the following additional courses:

- COU 601 - Theories of Counseling and Practice I (3)
- COU 602 - Theories of Counseling and Practice II (3)
- COU 610 - Psychopathology (3)
- COU 612 - Clinical Assessment (3)
- COU 627 - Professional Identity Development Seminar I (1)
- COU 628 - Professional Identity Development Seminar II (1)
- COU 629 - Professional Identity Development Seminar III (1)
- COU 653 - Foundations of Marriage and Family Therapy (3)
- COU 662 - Career and Lifestyle Development (3)
- COU 675 - Research in Counseling (3)
- COU 622 - Counseling Practicum II (3)
- COU 691 - Internship (1-6)

# Master of Education in Educational Leadership

The program in Educational Leadership prepares participants for positions as school administrators, particularly the principalship. It is designed to develop effective leaders who are strong educators, focusing their work on the fundamental issues of teaching, learning, and school improvement. It consists of a series of integrated courses and experiences focusing on the various dimensions of school leadership to support teaching and learning in K-12 schools. Through classroom learning, experiences in the field, reflective activities, and action-based research, students move to 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 for its members as they move through the program together. During the summer term, participants concentrate their study at a cadre site in Grand Island, Lincoln, or Omaha. Action research and field experiences are offered in Nebraska schools during the academic year, with seminars in Grand Island, Lincoln, or Omaha.

Students seeking either a Master of Education in Educational Leadership and/or a Nebraska principal certification at one level - K-8, 4-9, or 7-12 - are required to complete 36 credits. A 45-credit-hour program is available for those pursuing K-12 certification.

## Core Values

- The central responsibility of educational leadership is to improve teaching and learning.
- Leadership is collaborative and inclusive, not exclusive.
- Leadership is active, not passive.
- Leadership includes an ethical dimension.
- Leadership programs are essentially a college responsibility, but the design and delivery of the program includes the participation of practitioners in the schools.
- Leaders promote building a group vision; developing and maintaining relationships; making effective decisions in collaboration with others; remaining open and supporting innovation; constructing a school culture for learning; providing a positive instructional environment; reaching out to the literature and research base; using research as a tool in solving problems and making decisions; supporting the needs of all learners, including those with special needs; increasing multicultural sophistication; collaborating with multiple stakeholders; analyzing data and interpreting outcomes; applying evaluation and supervision processes; maximizing human and physical resources; reflecting to celebrate and improve; and mitigating value conflicts and political pressures.

## Program Outcomes

The program develops the knowledge, attitudes and performances needed for effective school leadership. We continually focus on matters of learning and teaching and the creation of powerful educational communities that value and support all learners. Our work is to develop a deeper and more productive understanding of school leadership resulting in ethical actions reflecting integrity and fairness. Participants will develop:

1. Strategic Leadership by facilitating the development, articulation, implementation, and stewardship of a vision of learning to promote the success of all students that is shared and supported by the school community.
  - 1.1 Articulates and consistently demonstrates a philosophy of education that considers sociological, cultural, and historical foundations
  - 1.2 Develops vision and purpose with others.
  - 1.3 Utilizes leadership processes to achieve common goals.
  - 1.4 Values ethical action in the educational community.
  - 1.5 Supports innovations within the school community.
  - 1.6 Engages in problem solving techniques and decision making skills.
  - 1.7 Uses data to make informed decisions.
  - 1.8 Provides ongoing assessment of people, programs, plans, processes, and products.
  - 1.9 Addresses competing priorities and values
2. Instructional Leadership by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- 2.1 Creates with others an inclusive community of learners.
  - 2.2 Participates actively in the design and implementation of curriculum, instruction, and assessment utilizing research-based, best practices.
  - 2.3 Promotes effective teaching and learning styles.
  - 2.4 Facilitates curriculum, instruction, and assessment which honor diversity in gender, ethnicity, culture, language, socio-economic status, and exceptionalities.
  - 2.5 Promotes assessing student progress using a variety of techniques.
  - 2.6 Utilizes teacher supervision and evaluation to influence teaching and learning.
  - 2.7 Plans strategies collaboratively to encourage the developing professional.
3. Organizational Leadership by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
    - 3.1 Encourages participation in or development of activities outside the classroom that promote learner growth and development.
    - 3.2 Understand existing policies and implement practices that provide for the safety, health, and welfare of the educational community
    - 3.3 Applies a systems perspective, viewing schools as open structures interacting with external environments.
    - 3.4 Understands processes for the recruitment, selection, and induction of personnel with attention to equity and diversity.
    - 3.5 Identifies and analyzes the major sources of fiscal and non-fiscal resources for schools.
    - 3.6 Understands the budget planning and implementation process involving the school community and driven by identified priorities.
    - 3.7 Facilitates support and performance appraisal for non-instructional staff.
  4. Community / Political Leadership by collaborating with families and community members, responding to diverse community interests and needs, mobilizing community resources and by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
    - 4.1 Addresses conditions affecting learning by collaborating and developing relationships with community agencies to integrate health, social, and other services for families.
    - 4.2 Promotes multicultural awareness, gender sensitivity, socio-economic, racial, and ethnic understanding in the school and community.
    - 4.3 Forms collaborative relationships and builds support with district personnel.
    - 4.4 Develops an understanding of communication plans and public relations programs.
    - 4.5 Acts in accordance with legal provisions and statutory requirements.
    - 4.6 Makes decisions based on the moral and ethical implications of policy options and political strategies.
    - 4.7 Demonstrates sensitivity, respect, and empathy for multiple perspectives.

## **Categories of Graduate Students**

Two broad categories of graduate students are recognized by the Educational Leadership program: degree-seeking and credential-seeking. Degree-seeking students are those who are pursuing the Master of Education degree and the Nebraska Standard Administrative Certificate. Credential-seeking students are those who have already completed a graduate program and are pursuing only the Nebraska Standard Administrative Certificate.

## **Admission Requirements**

All students applying for admission to the Educational Leadership program will submit a packet that contains the following items:

1. A completed application for admission and the \$30 application fee.
2. A copy of a current teaching certificate.
3. A resume.
4. A writing sample (about 250-500 words) indicating reasons for interest in Doane's Educational Leadership program and philosophy about teaching and learning.
5. Official transcripts from the institutions granting the undergraduate degree and any graduate work that is to be considered for transfer credit. The undergraduate GPA must show an overall minimum GPA of 2.8. Those transcripts must be sent directly from the institution to Doane College, Graduate Studies in Education, 303 North 52nd Street, Lincoln, NE 68504. They must bear the official stamp of the issuing institution.
6. Letters of recommendation from three professional associates. Using the forms enclosed in the admission packet, these letters must be sent directly to Doane College.

*An interview with the Graduate Dean of Educational Leadership or a full-time faculty member who teaches in the Educational Leadership program is scheduled after the above materials have been received. The Graduate Dean of Educational Leadership and the faculty member will then determine, based upon the credentials submitted and interview, if the student is admitted to the program. A letter of acceptance to the student will follow.*

## **Full Graduate Standing**

After completion of nine credit hours of graduate credits including EDL 675 and EDL 680/EDL 681/EDL 682), the files of all students in the cadre are reviewed by the dean 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 has not been found guilty of a felony or misdemeanor or entered a plea of guilty or no contest to a felony or misdemeanor in any criminal, drug, or juvenile court.
4. No order or determination is currently in effect by a court or any other governmental body which finds the student to be any of the following: a mentally ill and dangerous person; mentally incompetent to stand trial; acquitted of criminal charges because of insanity; an incapacitated person in need of a guardian; or unable to manage your property due to mental illness, mental deficiency, chronic use of drugs or chronic intoxication as required the State of Nebraska in Title 92, NAC Rule 20
5. 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 probably 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 credit into the Educational Leadership program. This credit must have been earned from regionally accredited institutions 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 that is completed within seven years before beginning the program. Courses are reviewed for relevancy as they relate to educational issues in the areas of instructional improvement, critical issues, and assessment as they may take the place of EDU 600 (or EDU 613), EDU 601, or EDU 602 in the program of study.

Final determination of transfer credit is made by the Dean. 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 College. These 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. If a student withdraws from the cadre experience, it is necessary to wait one year to resume with the next cadre. 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 then the coursework must be repeated.

## **Second Master of Education Degree**

Students who have completed Doane's Master of Education in Curriculum and Instruction degree and want to become certified as principals must add 27 credit hours of courses needed for certification to complete the Master of Education in Educational Leadership. These students will have already completed nine credits of EDU 600 (or EDU 613), EDU 601, and EDU 602, which will apply toward the 36 credits required for the Master of Education in Educational Leadership.

## **Educational Leadership, M.Ed.**

### Program Design

Thirty-six credit hours of 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 K-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 Educational Leadership (6)
- EDL 680 - Elementary Field Experience/Practicum I (3) or
  - EDL 681 - Middle Grades Field Experience/Practicum I (3) or
  - EDL 682 - Secondary Field Experience/Practicum I (3)
- EDL 683 - Elementary Field Experience/Practicum II (3) or
  - EDL 684 - Middle Grades Field Experience/Practicum II (3) or
  - EDL 685 - Secondary Field Experience/Practicum II (3)
- EDL 621 - Leadership Internship (3)
- EDL 686 - Advanced Educational Leadership I (6)
- EDL 687 - Advanced Educational Leadership II (3)
- EDL 695 - Research and Project Implementation (3)
- EDU 600 - Improvement of Instruction (3) \* or
  - EDU 613 - Models of Teaching (3)
- EDU 601 - Critical Issues in Curriculum and Instruction (3) \*
- EDU 602 - Assessment of Learning (3) \* or
  - EDU 614 - Assessment of Literacy Development (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:
  - a. Complete at least two years of teaching in a K-12 school.
  - b. Hold or qualify for a Nebraska standard or professional teaching certificate or its equivalent.
  - c. Complete a three-credit-hour course in special education that meets state guidelines.
  - d. Complete an accepted course in human relations training.
  - e. Affirm that there are no felony convictions nor any misdemeanor convictions involving moral turpitude.
  - f. Affirm that there is no court order or determination currently in effect which finds the student to be mentally unhealthy as determined by Title 92, Rule 20 of the NAC.
2. Recommendation for certification for Doane College for the Administrative Endorsement will be determined by the student's potential as indicated by the following:
  - a. Completion of all Nebraska Department of Education requirements.
  - b. Successful completion of all coursework for the Master of Education in Educational Leadership.
  - c. A cumulative grade point average of 3.0 or higher for all courses leading to the degree.
  - d. Completion of the Certification Tracking form and application for degree form.
  - e. Successful completion of the Portfolio and project requirements.

The Dean of Graduate Studies in Educational Leadership recommends to the Certification Officer of the college (at Doane, this is the Chairperson of the Education Division) those students who should be certified. The Certifying Officer then recommends those students to the Graduate Faculty in Education for their approval.

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 principal must pass the Educational Leadership Administration and Supervision test.

## **Education Specialist Degree**

The Education Specialist degree is designed for individuals preparing for leadership roles at the district levels of the education system. The specific emphasis of the Education Specialist is the superintendency. Completion of the program includes eligibility for the highest level or 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 that include the fundamental knowledge and skills of a "specialist" in the operation and leading of schools at the district level. In addition, the Ed.S. includes the knowledge, skills and dispositions required to not only administer a school district, but to provide leadership for the entire school-community in matters of PreK-12 education.

The Ed.S. program is a natural extension of the Masters 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 a professional portfolio and demonstrations.

Participants will begin the program at the same time and remain as a cadre for the three years of the program (36 credit hours). Days and times for class meetings will be determined jointly by the instructor and the cadre members with day-long classes scheduled for the summer and day-long, weekend classes at least once each month during the academic year.

## **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, the capacity for engaging relevant stakeholders in the creation of the plans and adapting the plans to various school units and programs and in evaluating the effectiveness of implementation including the outcomes achieved.
- The capacity to apply the knowledge and skills of organizational development and systems approaches and systems thinking 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 to address the priorities determined to be of greatest impact; and, the capacity to apply the principles of adaptive work to the identification and problem-solving/planning for critical school-community issues.

## **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 leader has a clear and working philosophy of education and leadership that reflects the many dimensions in which both education and leadership are connected. The leader demonstrates the ability to build visions by engaging the school-community in defining vision, mission and core values for the system and critical priorities for the schools, programs and district. The leader demonstrates the ability to align programs and practices to the district/school/program missions, vision, values and priority goals. The leader demonstrates the ability to act ethically, making decision based on data and engagement of stakeholders, and continuously works to evaluate programs and practices on their contribution to the mission, vision, values and priorities of the programs, schools and district.

- 1.1 Articulates and consistently demonstrates a philosophy of education that considers sociological, cultural, and historical foundations.
- 1.2 Develops vision and purpose with others.
- 1.3 Designs/adapts and utilizes leadership processes to achieve common goals.
- 1.4 Values ethical action in the educational community.
- 1.5 Supports innovations, including technology, within the school community.
- 1.6 Engages in problem-solving techniques and decision making skills.
- 1.7 Uses data to make informed decisions.
- 1.8 Provides ongoing assessment of resources, programs, plans, processes, and products.
- 1.9 Addresses competing priorities and values.

### **Curriculum Leadership:**

The 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. The leader demonstrates the capacity to develop professional learning communities within the schools and district and the capacity to infuse data and information into the collaborative process of developing better practices in teaching and learning. The leader demonstrates how to plan for curriculum, instruction and assessment that honor diversity and cultural competence. The leader provides 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. The leader provides for the continuous professional development of all instructional staff to continuously improve practice and to ensure the capacity to teach all students advancing equity in opportunities to learn and the equitable distribution of learning outcomes.

- 2.1 Demonstrates the ability to engage others collaboratively to create an inclusive community of learners.
- 2.2 Demonstrates leadership in the design and implementation of processes for the development, revision and renewal of district-wide planning for curriculum, instruction, and assessment utilizing research-based, best practices including the development, revision and renewal of building-level planning.
- 2.3 Demonstrates an understanding of the "instructional core" of schools and the impact of the core in promoting effective teaching and learning.
- 2.4 Honors diversity in gender, ethnicity, culture, language, socio-economic status, language and exceptionalities that impact learning through the organization, direction and facilitation of planning and implementing appropriate curriculum, instruction and assessment.
- 2.5 Ensures that the district has a plan and process in place to assess student learning and progress including the capacity to use data for making instructional decisions, planning and implementation of efforts at continuous improvement, and for public reporting of critical learning outcomes for all students.
- 2.6 Creates a system of teacher supervision and evaluation reflecting alignment of the work of teachers to the mission, vision and goals of the district and schools and to reflect the priority for improving the core work of teaching and learning.
- 2.7 Creates collaborative plans and strategies for evaluation, supervision and development of the building principal as "leader of learning."
- 2.8 Creates collaborative plans and strategies to address the capacity building needs of a district and schools and to address the continuous professional development needs of all educators.

### **Organizational Leadership:**

The leader understands the district organization as a system and demonstrates leadership at the system level that ensures, supports and plans for leadership at the school and program levels. The leader aligns the work of the organization at all levels to be supportive of the core of the organization, i.e., the classroom and school, the core "actors" of the organization, i.e., the teachers and students, and the core work of the organization, i.e., teaching and learning. The leader provides for the alignment of district resources to support the mission, vision and values of the organization, the district and school-level priorities, the core workers (teachers and students) and the work of the classrooms (teaching and learning).

- 3.1 Demonstrates an understanding of the importance and values of school activities and athletics and the role they play in establishing positive, collaborative and student-centered cultures in the school-community. Demonstrates the ability to ensure that student activity programs are planned, aligned to the mission, vision and goals of the district and the schools, 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.
- 3.2 Provides leadership to the design, planning, implementation and evaluation of district and school level

policies and practices that provide for the safety, health, and welfare of those engaged in the work of the educational community.

3.3 Demonstrates a systems perspective, viewing schools as the operational core of the system where core work of the classroom is carried out. Demonstrates understanding that schools are "open" structures interacting with external environments.

3.4 Demonstrates understanding of how to design, plan for, implement and evaluate processes at the district and school levels for the recruitment, selection, and induction of personnel with attention to equity and diversity.

3.5 Demonstrates the knowledge, skills and dispositions of developing a budget for the district that aligns to mission, vision and values of the district and allocates fiscal and other resources to district/school goals and priorities. Demonstrates the capacity to develop the budget as a policy document addressing key purposes to be achieved identifying the critical fiscal and non-fiscal resources to be allocated. Demonstrates the capacity to create plans and processes for maximizing district 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, school-business partnerships and grant writing.

3.6 Demonstrates the ability to design, plan for, implement and evaluate systems of performance appraisal for all staff. Demonstrates the ability to design, plan for, implement and evaluate systems of support for all staff at the district and school levels to support the appraisal process and to build capacity within the personnel resources of the district and schools.

### **School-Community Leadership:**

The leader understands the role of the district in collaborating and developing the relationships required to provide for the educational, health, social and other support services that may be needed by families in order for the students they enroll in the schools and to have maximum support for success in learning and in achieving the educational goals we hold for all students. The leader understands the role school-community in supporting the students and families of the district and schools and understands the strategies for identifying and accessing the resources needed by children, families, and the educational system. The leader understands and facilitates understanding within the school-community of the challenges of diversity, the need for culturally competent policies and practices and depth and breadth of the principle of equity of opportunity to learn.

4.1 Demonstrates understanding of the conditions affecting learning by collaborating and developing relationships with community agencies to integrate educational supports including health, mental health, social and other support services for families.

4.2 Demonstrates leadership for the district, schools and school-community in promoting multicultural competences, gender equity and sensitivity, socio-economic, racial, and ethnic understanding. Demonstrates leadership to ensure policies and practices and competent to meet the challenges of diversity in providing all students equitable opportunities to learn and ensure the equitable distribution of learning outcomes.

4.3 Demonstrates leadership role in forming collaborative relationships and building of support for district/school personnel.

4.4 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 diversity needs and challenges including language.

4.5 Demonstrates leadership that models sensitivity, respect, and empathy for multiple perspectives.

### **Policy and Political Leadership:**

The leader understands the intricate relationship of policy at all levels local, state and federal. The leader uses the principle of "right" practice supported by evidence/research to determine advocacy for various policy strategies and positions. The leader engages in the state and federal policy formulation appropriate to the role and needs of the district of their employment. The leader develops connections and collaborations with key policy and political leadership within the school-community and with those policy leaders that impact the work of the district from the state and federal levels. The leader works collaboratively with the policy and program level representatives from the regional, state and federal agencies. The leader 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. The leader understands and can apply the principles and prescriptions of law to provide equity of opportunity,

to promote the democratic principles of public education, to promote and protect the health, safety and security of the school-community and protects the individual and collective rights of all members of the school-community.

- 5.1 Leads the district and school personnel in policies and practices that reflect consistency with legal provisions and statutory requirements.
- 5.2 Leads the decision making of the district and schools based on the moral and ethical implications of policy options and political strategies.
- 5.3 Leads the district and the schools personnel in applying the legal guide lines and prescriptions of law-state and federal and statutory and case law.
- 5.4 Leads the development of positive, collaborative working relationships with the Board of Education.
- 5.5 Provides leadership to the Board in the selection and participation in activities designed to develop board member knowledge and skills of policy leadership.
- 5.6 Provides leadership to the policy level engagement of the 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 and superintendent certification.

## Admission Requirements

All candidates must have completed an approved MA/MS program and hold a leadership position within their institution. Endorsement as a superintendent in Nebraska is available for only those candidates who already hold a building-level principal endorsement. Candidates must show successful completion of at least six hours of graduate-level coursework in the past five years or documentation of the completion of the equivalent in continuing-education units. 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](http://www.doane.edu) and forwards it electronically or mails an application to Graduate Studies in Education, Doane College, 303 N. 52nd Street, Lincoln, NE 68504 along with the application fee of \$30.00.
2. Upon receipt of the application form and fee, the admission packet will be mailed to the candidate. 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 mailed directly from the institution to: Graduate Studies in Education, Doane College, 303 N 52nd Street, Lincoln, NE 68504.
  - Official transcripts of all graduate hours completed and graduate degrees received mailed directly from the graduate institutions to: Graduate Studies in Education, Doane College, 303 N. 52nd Street, Lincoln, NE 68504.
  - Three letters of recommendation.
3. Selected candidates will participate in an interview that will include a review of a leadership demonstration portfolio. To be selected for an interview, the application and admission portfolio documents will be reviewed by faculty of the Graduate Division of Doane College. The portfolio should include, at a minimum:
  - A personal philosophy of education.
  - A personal philosophy of leadership.
  - Evidence of leadership capacity and potential to
    - Engage others collaboratively
    - Use of reflection for self-learning and discovery
    - Demonstrate the ability to design and implement a plan of continuous school improvement or institutional improvement
    - Provide other evidence of capacity related to the program outcomes listed above

Doane Educational Leadership graduates applying for the Education Specialist program may use their EDL portfolio.

## **Full Graduate Standing**

Full Graduate Standing will be granted to students upon the successful completion of 9 hours of the specified course-work 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 program.

## **Transfer Credit**

No credit hours are accepted as transfer credit for the Education Specialist degree.

## **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 College. If a student withdraws from the cadre experience, it is necessary to wait one year and resume classes with the next cadre. 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 then the coursework must be repeated.

## **Education Specialist, Ed.S.**

The Education Specialist program will include 30 hours of in-class work with a seminar approach. In addition to the in-class seminar work, the 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 36 credit hours.

The required coursework of the EDS program will be organized into two categories. One in which all of the candidates complete coursework as a group or cadre scheduled to take place over a two-calendar year. The second category is stand-alone coursework required of all candidates but that can be completed at various times.

### **Thirty Cadre/Core Courses**

- ESD 705 - Issues in Leadership (3)
- ESD 710 - School Districts as Organizations (3)
- ESD 715 - School-Community Communications (3)
- ESD 725 - Politics and Policy Leadership (3)
- ESD 820 - Leading and Responding to Change (3)
- ESD 830 - Human Resource Leadership (3)
- ESD 910 - Ethics of Leadership (3)
- ESD 920 - Leadership Practicum (3)
- ESD 930 - Curriculum, Instruction and Assessment Design (3)
- ESD 940 - Leadership Internship (3)

Six hours to be completed outside the cadre.

- ESD 755 - Financial Frameworks (3)
- ESD 810 - Resource Development and Allocation (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 College 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. Complete and present an action research school improvement project at the district level.
6. Submit a written summary of the project to the Graduate Office.
7. Complete and submit a professional portfolio.
8. File an application for degree form no later than the required date.

The Dean of Graduate Studies in Educational Leadership recommends to the Certification Officer of the college those students who should be certified. Graduates who complete the program without previous endorsement as a principal will 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.

# 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. **(Pass/Fail - 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. **Required core course.**

### **BUS 602 - Human Resource Management (3)**

A focus 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. **Required core course.**

### **BUS 603 - Ethics and Social Responsibility (3)**

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. **Required core course.**

### **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. **Required core course.**

### **BUS 605 - Management and Regulatory Law (3)**

A brief introduction to the American legal system, including the roles of federal and state regulatory agencies. Several regulatory schemes are studied, including EEOC, EPA, OSHA, FDA, and SEC. Current legal topics of interest to supervisors and managers (e.g., sexual harassment and American Disabilities Act) are discussed. Students examine the rights and responsibilities of individuals and organizations in American industry, and identify appropriate managerial actions related to specific regulatory situations. **Required core course.**

### **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. **Required core course.**

### **BUS 607 - Strategic Management (3)**

An exploration of the concepts of strategy and strategic management. The course focuses on the impact of organization design, internal and external environments, organizational policy, and strategic planning on the overall functioning of the organization. **Required core course.**

### **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.

**Prerequisite: BUS 622.**

### **BUS 610 - Communication in the 21st Century (3)**

Communication in the 21st century has been dramatically changed by new technologies. This course is designed to help students harness the power of new technologies and develop skills for symbolic analysis - manipulations of words, data, and visual representations to communicate effectively. Students will develop knowledge and skills to communicate more effectively with increasingly diverse audiences using rapidly changing technologies in an environment of information overload.

### **BUS 611 - Innovation and Entrepreneurship (3)**

This course explores the important role entrepreneurs play in local communities and the national economy. It focuses on the unique characteristics of successful entrepreneurs and their ability to identify, analyze, and cultivate an idea for a business opportunity. Students learn the processes for analyzing new ideas, how to conduct industry and competitor analysis, how to assess a new venture's viability, and how to obtain financing to support the launch of a new venture. The goal of the course is to give students the knowledge and skills to actually do something with good ideas they have for making an impact on organizations and to understand the entrepreneur's role as a change agent.

### **BUS 615 - Leading the Non-Profit Organization (3)**

An exploration of the leadership and management issues unique to non-profit organizations and the environmental factors that influence their operation. Students develop the knowledge and skills for fund-raising, recruitment and development of volunteers, and the deployment of volunteers to achieve organizational objectives.

### **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 620 - Managing Change (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.

### **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 630 - International Marketing (3)**

The exploration of an integrated approach to international marketing from a managerial perspective, focusing on both conceptual and empirical issues. This course includes a geopolitical and cultural overview, as well as coverage of the international marketing environment, international marketing strategy implications, the coordination and control of international marketing programs, and the ways in which electronic commerce is changing the way firms market their products and services. Students develop the knowledge and skills needed to operate successfully in the global marketplace.

### **BUS 632 - Legal Aspects of International Business (3)**

This course is an examination and comparison of legal systems that control international/multinational business. Upon completion of this course, students will know and understand the rights of an individual or an enterprise in international tribunals, the process of dispute reconciliation in international situations, and the international laws regarding foreign investments, intellectual property, and sales of goods and services.

### **BUS 635 - Strategies in Electronic Commerce (3)**

This course examines the impact of information technology on the design, implementation, and ongoing management of an integrated marketing program. Students will evaluate the use of the World Wide Web and related technologies as a marketing channel through competitive analysis, consumer analysis, market segmentation and the product, pricing, distribution and promotion functions. Through examination of the extraordinary potential of this medium and the concerns that must be satisfied, students will learn strategies for establishing a successful presence in the electronic market place.

### **BUS 643 - International Organizational Behavior (3)**

This course provides the knowledge fundamentals for management in a global business environment. Students explore concepts related to business and national culture, cross-cultural communication, cross-cultural negotiations, multinational strategies, the effective structure and design of multinational enterprises (big and small), international human resource management, cross-cultural organizational behavior, and a global perspective on ethics. Students develop an understanding of the basics of management and leadership across cultures and the knowledge and skills to set objectives, plan strategies, develop and implement policies, and design organizational structures for the operation of international organizations.

### **BUS 652 - Strategic Planning (3)**

In this course, students learn the theories that form the foundation for the strategic planning process, and develop the knowledge and skills to accomplish the specific steps of the strategic planning process. Topics include environmental analysis (internal and external), audit of the organizational culture, mission formulation, performance audit, strategic success indicators, contingency planning, strategic business modeling, and action plan integration.

### **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 680 - Foundations of Research (3)**

A course which provides students with a basic foundation in qualitative and quantitative research methods. It is a conceptual introduction to research methods and terminology, and is the first of three required courses that prepare students to complete the project or thesis requirement. Course content includes an introduction to: research and the nature of data, qualitative and quantitative assumptions, research design, sampling, data collection, data analysis, ethical issues in the treatment of human subjects, writing a literature review, the use of an appropriate style manual, and scholarly writing. **Required core course.**

### **BUS 681 - Quantitative Survey Methods (3)**

A course which provides students with the tools to complete a quantitative survey study for the project or thesis requirement. Topics include survey construction, sampling strategies, the ethics of survey research, data collection, survey follow-up, data entry, and statistical analysis using the Statistical Package for the Social Sciences (SPSS) computer software. Students develop research questions for their project or thesis, and construct a pilot survey in this

course. They will administer the survey, enter the data on SPSS, run the analysis, interpret the results and present their findings (in both written and oral form). This is the second course in the sequence of three to prepare students for the project or thesis requirement. **Prerequisite: BUS 680.**

### **BUS 682 - Qualitative Research Methods (3)**

Provides students with the tools to complete a qualitative project or thesis. Course content includes: a review of qualitative assumptions; types of qualitative designs (i.e., grounded theory, case study, phenomenology, ethnography, and biography); the ethics of field work; conducting interviews and observations; using documents, artifacts and visual materials; analyzing and interpreting qualitative data; and writing and presenting qualitative findings. Students develop research questions for their project or thesis, and conduct a pilot study in this course. They collect interview and observation data, analyze and interpret those data, and present their findings (in both written and oral form). This is the second course in the sequence of three to prepare students for the project or thesis requirement. **Prerequisite: BUS 680.**

### **BUS 697 - Selected Topics in Leadership (3)**

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.

### **BUS 698 - Selected Topics in International Business (3)**

This course offers opportunities to investigate topics in the study of international business that are not covered in other courses and provides a procedure for faculty to pilot new courses.

### **BUS 699 - Selected Topics (3)**

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.

### **BUS 785 - The Leading Edge (0)**

The focus of this course is preparation for the Leading Edge experience. Students will complete assigned readings and skills/values assessments and assignments and set preliminary goals for learning.

**Prerequisite: Completion of a minimum of 30 credits.**

### **BUS 786 - The Leading Edge I (1)**

This course is the first of three one-credit courses to be completed consecutively over three terms. In this course students will develop key skills to provide dynamic leadership through employee-centered, collaborative coaching partnerships. The course content focuses on three primary dimensions: 1) the personal dimension (i.e., personal awareness/emotional intelligence), 2) the interpersonal dimension (i.e., relationship-building skills) and 3) the coaching competency dimension (i.e., teaching and practicing specific coaching skills). Students will be paired with a faculty coach for a series of coaching sessions and will set goals for their personal and professional development.

**Prerequisite: BUS 785**

### **BUS 787 - The Leading Edge II (1)**

This course is a continuation of BUS 786. This is the second of two terms of formal coursework. During this term, students will continue to develop and practice specific coaching skills, and continue to work toward their personal and professional goals as they complete coaching sessions with a faculty coach. In addition, students will demonstrate the skills they have developed by engaging in a collaborative coaching partnership with another individual.

**Prerequisite: BUS 786**

### **BUS 788 - The Leading Edge III (1)**

Students will complete all required assignments for The Leading Edge in this final term. These assignments include completion of faculty-student coaching sessions, completion of the designed coaching alliance sessions, and completion of a culminating paper and oral presentation that documents and synthesizes students' learning in The Leading Edge. Upon completion of The Leading Edge, students will demonstrate greater self-awareness, stronger relationship-building skills, and the use of effective coaching techniques. **Prerequisite: BUS 787**

### **BUS 795 - Research in Management I (1)**

Allows students to demonstrate a compilation of the knowledge gained from coursework completed in the Master of Arts in Management program. Students further develop their knowledge of a particular area of management relevant to their research interests. Course content includes the following: developing a research proposal; identifying the target audience; identifying the significance of the study; choosing a sample and methodology; ethical considerations and informed consent; collecting, analyzing and interpreting the data; and writing the project or thesis.

**Prerequisite: BUS 681 or BUS 682.**

### **BUS 796 - Research in Management II (1)**

Allows students to demonstrate a compilation of the knowledge gained from coursework completed in the Master of Arts in Management program. Students further develop their knowledge of a particular area of management relevant to their research interests. Course content includes the following: developing a research proposal; identifying the target audience; identifying the significance of the study; choosing a sample and methodology; ethical considerations and informed consent; collecting, analyzing and interpreting the data; and writing the project or thesis.

**Prerequisite: BUS 795.**

### **BUS 797 - Research in Management III (1)**

Allows students to demonstrate a compilation of the knowledge gained from coursework completed in the Master of Arts in Management program. Students further develop their knowledge of a particular area of management relevant to their research interests. Course content includes the following: developing a research proposal; identifying the target audience; identifying the significance of the study; choosing a sample and methodology; ethical considerations and informed consent; collecting, analyzing and interpreting the data; and writing the project or thesis.

**Prerequisite: BUS 796.**

## **Counseling**

### **COU 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. **(Pass/Fail - not repeatable).**

### **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.

**The course is 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.

**Repeatable for a maximum of 6 credits (Pass/Fail).**

### **COU 601 - Theories of Counseling and Practice I (3)**

A study of principles and techniques of counseling and their application to therapeutic settings. Professional and personal development issues are addressed. Students actively practice counseling skills.

**Required core course.**

### **COU 602 - Theories of Counseling and Practice II (3)**

A study of basic theories, principles, and techniques of counseling and their application to therapeutic settings.

Students actively practice counseling skills. **Prerequisite: COU 601. Required core course.**

### **COU 605 - Brief Counseling in Employee Assistance Programs (3)**

A presentation of theory, methodology, and practice of several modes of brief psychotherapy, including the crisis intervention model and brief cognitive therapy. Emphasis is placed upon acquisition of skills considered to be essential for the effective practice of short-term counseling intervention. The course will provide students with a working knowledge of brief counseling and will survey core components of the EAP field, such as substance abuse, ethical concerns in work place counseling, work/life training, community networking, and critical incident stress debriefing. Upon successful completion of this course, students will be able to: 1) identify the basic elements of brief counseling; 2) demonstrate the basic skills related to brief counseling; and 3) provide an overview of the EAP field and describe the differences between local programs. **Prerequisite: COU 601, COU 602. Elective course.**

### **COU 606 - Professional Use of the Myers-Briggs Type Indicator® & Other Instruments (3)**

This is a course in psychological tests and measurement designed to prepare the student to use the Myers-Briggs Type Indicator® and other Level B psychological instruments. In addition, students learn essential psychometric principles needed for choosing, administering, and interpreting Level B psychological test instruments.

### **COU 607 - Assessment of Adult and Adolescent Substance Abuse: Addiction Severity Index (ASI) & Comprehensive Adolescent Severity Inventory (C ASI) (3)**

This course is designed to prepare mental health professionals to effectively assess adult and adolescent substance use and abuse in conjunction with criminal behaviors. A key component in the assessment process is developing knowledge of client criminogenic needs and how these impact substance use, abuse, and addiction. Students learn how to use the ASI and CASI instruments to gather comprehensive information to diagnose and treat substance abuse and addiction.

### **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. **Required core course.**

### **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.

**Prerequisite: COU 610 and COU 675. Required core course.**

### **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. **Required core course.**

### **COU 621 - Counseling Practicum I (3)**

Prerequisite: 1) Successful completion of COU 601, COU 602, COU 610, COU 612, COU 675; 2) admission to Level 2; and 3) successful completion of 17 hours of Level 2 courses. **(Pass/Fail). Required core course.**

### **COU 622 - Counseling Practicum II (3)**

**Prerequisite: 1) Successful completion of COU 621. (Pass/Fail). Required core course.**

### **COU 623 - Counseling Practicum III (3)**

A supervised practicum experience which emphasizes the implementation and refinement of individual and group counseling skills. The practicum experience consists of a minimum of 100 hours that includes: (a) a minimum of 40 hours of 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 practicum class meetings. Practicum students are expected to spend an average of seven hours per week for 18 weeks at the placement site. The practicum experience is designed to provide exposure to direct service work with clients as well as to other professional activities which are a part of the daily operation of the practicum site.

**Prerequisite: Successful completion of COU 622. Elective course. (Pass/Fail).**

### **COU 627 - Professional Identity Development Seminar I (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. **Required course for all students in Level I.**

### **COU 628 - Professional Identity Development Seminar II (1)**

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. **Prerequisite: COU 627. Required course for all students in Level II.**

### **COU 629 - Professional Identity Development Seminar III (1)**

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.

**Prerequisite: COU 628. Required course for all students in Level III.**

### **COU 630 - Advanced Multicultural and Human Diversity Counseling (3)**

An examination of cultural and other diversities, sensitization of students to personal and societal attitudes and values, as well as an increase of their awareness of current models of multicultural assessment and intervention. The following areas are covered: ethnicity, religion, socio-economic status, world view, gender, disability, and sexual orientation. **Required core course.**

### **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 connection, attitude exploration, 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, will 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. **Required core course.**

### **COU 634 - Group Processes (3)**

A study of overt and covert group processes as they occur in intervention counseling groups (therapy and growth groups) as well as in agency work groups (staff groups, committees and staff meetings). The course is designed to increase students' awareness in working with different kinds of groups as participant, leader, or consultant. This course provides student interactive experience with a variety of group styles. As a result of this course, students will: 1) Demonstrate knowledge of historical and current theories as well as various approaches and strategies of group processes; 2) Document experience as group participant, leader, or consultant; 3) Demonstrate the ability to apply the theory and constructs to actual group work. **Required core course.**

### **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. Psychoneuroimmunology (PNI) is an interdisciplinary area of research that examines the interactions between the brain, behavior and the immune system and expands our understanding of how psychosocial factors can protect or damage our health. PNI is based on a systemic model of operates through their thoughts, feelings, and behaviors. Students will examine the interaction of psychosocial stress, contextual change and health outcomes and the implications for mental health professionals. At the conclusion of this course, students will be able to: demonstrate knowledge of major theories of human development across the lifespan, including life transitions; demonstrate knowledge of human behavior including an understanding of psychopathology and the biological, psychological and socio-contextual change factors that affect both normal and abnormal development; demonstrate knowledge of current theories of optimal development and wellness over the life span; and read and critically review foundational research in the field and demonstrate ability to apply the process to current research.

**Required Core Course.**

### **COU 638 - Group Therapy (3)**

An introduction to the role of group dynamics in counseling as well as to the process and function of counseling in groups. Students will gain competency in the use of effective group counseling techniques.

**Prerequisite: COU 634. Elective course.**

### **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.

**Elective course.**

### **COU 645 - Human Behavior Analysis (3)**

An examination of the application of operant and classical conditioning principles in mental health settings. Emphasis is placed on the analysis of human behavior and the development of behavioral treatment strategies.

**Elective course.**

### **COU 653 - Foundations of Marriage and Family Therapy (3)**

This course aims 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 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 and interpersonal therapy; understand the application of family therapy approaches to resolve 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. **Prerequisite: COU 601, COU 602. Required core course.**

### **COU 655 - Social and Cultural Context and Systems (3)**

An examination of the effect of social influence on the development of human behavior. Attitude formation, group behavior, cultural subgroups, and general systems theory are examined. Additional topics include aggression, role patterning, leadership, and the influence of social systems context on patterns of relationship development. Special attention is given to the manner in which social roles and system expectations are relevant to counseling practice.

**Required core course.**

### **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. **Elective course.**

### **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. 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 addiction/dependence, including the signs, symptoms, and behavior patterns. Upon completion of this course, students will be able to differentiate and describe the different categories of drugs and will be able to identify the signs, symptoms, and behavior patterns of addiction. **Elective course.**

### **COU 662 - Career and Lifestyle Development (3)**

This course informs students about vocational and career counseling. The course also addresses interrelationships of career, family, and other roles which affect work. The impact of multicultural, gender, and lifestyle issues on careers is considered. In addition, students will explore their own career development and begin to construct a descriptive career portfolio. As a result of this course, students will: 1) Demonstrate knowledge of historical and current theories as well as various approaches and strategies related to career counseling; 2) Demonstrate and enhance "helping skills" as they relate to career counseling; 3) Demonstrate proficiency in the use of technology as it relates to career counseling; 4) Develop understanding for gender, cultural, lifestyle, and disability issues as they relate to career counseling; 5) Develop a personal career portfolio. **Required core course.**

### **COU 665 - Brief Counseling Interventions (2)**

A presentation of theory, methodology, and practice of several modes of brief psychotherapy, including the crisis intervention model and brief cognitive therapy. Emphasis is placed upon acquisition of skills considered to be essential for the effective practice of short-term counseling interventions.

**Prerequisite: COU 601, COU 602. Elective course.**

### **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. **Elective course.**

### **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. **Required core course.**

### **COU 678 - Grant Writing and Program Evaluation (2)**

A presentation of a variety of methods, including qualitative techniques and measures of outcome, which are relevant to grant writing and program evaluation. **Prerequisite: COU 675. Elective course.**

### **COU 691 - Internship (1-6)**

A supervised internship experience which consists of a minimum of 800 clock hours that includes: (a) a minimum of 320 hours of 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. Students have the option of taking the internship full-time or part-time as follows: a) full-time which is three credits per term and requires 40 hours per week for 20 weeks (five months or over two terms), b) half-time requires 20 hours per week for 40 weeks (10 months or 4 1/2 terms), and c) one credit per term which requires 15 hours per week for 53 weeks (13 months or six terms). 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. **Prerequisite: Admission to Level 3. Repeatable for a maximum of 12 credits (Pass/Fail). Required core course.**

### **COU 695 - Culminating Project (1-6)**

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.

**Prerequisite: COU 675 and COU 678 and approval of the Dean and a member of the graduate faculty. Elective course.**

## **COU 696 - Preparation for State Licensing Exam (0)**

**Separate fee. Elective course. (Pass/Fail).**

## **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. Students will implement activities from counseling theory in COE 602 - Practicum Lab in Counseling (3). Taken concurrently with COE 602. Students may choose to do their practicum in 7-12, K-6 or K-12 sites.

### **COE 602 - Practicum Lab in Counseling (3)**

An experience taken concurrently with Counseling Theories and Methods which is a supervised on-site experience in the full range of counselor duties. Students will complete 200 hours of experiences implementing activities relating to the curriculum in COE 601 - Counseling Theories and Methods for K-12 Schools (3).

### **COE 610 - Assessment Literacy in School Counseling (3)**

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.

### **COE 615 - Counseling Skills and Crisis Intervention (3)**

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. **Cross-listed with EDU 615.**

### **COE 620 - School Guidance Curriculum (3)**

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

### **COE 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. Students will learn about the effects of social and cultural groups on educational environment and be able to develop plans to work with cultural and social groups including their subgroups in the educational setting.

### **COE 640 - Counseling for Gender and Diverse Populations (3)**

This course provides an overview of the issues in gender and diverse population counseling. This course assists all counselors to become aware of personal biases in counseling; Understand cultural and economic conditions and their

impact on both counselor, group and client problem solving; and to manage communication issues in the area of counseling.

### **COE 650 - Programming for School Counseling (3)**

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 691 - Internship in Counseling (3)**

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.

## **Education**

### **EDU 600 - Improvement of Instruction (3)**

A treatment of the forces influencing instructional planning and emergent instructional practices. The current research base serves as a foundation for the examination of topics such as models of teaching, peer coaching, and reflectivity. Also included is an emphasis on current trends/issues in the student's area of teaching (e.g., natural science, social science, art, etc.).

### **EDU 601 - Critical Issues in Curriculum and Instruction (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 philosophy, and topics selected by class members. At the conclusion of the course, students develop a personal curriculum platform based on their understanding of the issues and how these issues affect the school environment.

### **EDU 602 - Assessment of Learning (3)**

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

### **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 - Thesis (3)**

An individual student research project under faculty supervision. The student is expected to produce a scholarly paper suitable for publication. The student is also expected to present his/her paper to a faculty committee in a seminar setting. Students choosing this option must complete both EDU 603 - Research Methods and EDU 660 - Statistics.

### **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: Strategies for the Learning Environment (3)**

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

### **EDU 608 - 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 - Real-Life Math for Today's K-6 Classroom (3)**

Teachers will expand their knowledge and learn additional strategies to teach math effectively and in ways that excite and motivate the wide range of student abilities and interests in classrooms by making math relevant and purposeful to the students' lives. This course links math to all subject areas and themes through the use of literature, manipulatives (pentominoes, tangrams, pattern block, coins, etc.) and real-life tools (glyphs, graphs, menus, phone books, stamps, maps, sport events, etc.). These techniques and strategies will bring the NCTM Standards alive in the classroom. Participants will be able to apply the ideas to help students make sense of mathematics and apply it as a tool for reasoning and problem solving.

### **EDU 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 613 - Models of Teaching (3)**

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

### **EDU 614 - 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)**

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. **Cross-listed with COE 615.**

### **EDU 616 - Utilizing Inquiry Learning in the Classroom (3)**

This course is designed to explore effective uses of the inquiry process in K-12 classrooms. Students examine their current practice as it relates to the inquiry process. Opportunities to enhance lessons and current practice are presented. Focus is on science and social studies, but other subject areas are addressed.

### **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 620 - Gifted Education in the Regular Classroom (3)**

Provides classroom teachers with curriculum modifications, instructional strategies, and practical ideas for meeting the needs of bright, gifted, or able students in the regular Pre-12 classroom. Participants learn methods for modifying the existing curriculum, developing an appropriate learning environment, and designing a curriculum for able learners.

### **EDU 621 - Internship for ESL (3)**

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. **Pre-requisite: EDU 682, EDU 684**

### **EDU 622 - Study Strategies for Struggling Middle and High School Students (3)**

This course explores strategies to assist struggling middle and high school students. Participants will develop lessons to help students increase their self-awareness, raise their self-esteem, write more effectively, improve their creative and critical thinking skills, master effective study skills, and maximize their learning.

### **EDU 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 - Educational Uses of the Internet (3)**

Investigates classroom applications and curriculum integration of Internet resources. In doing so, educators are provided with the technological skills to navigate the global superhighway and to communicate and share information with others worldwide.

### **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 150 hours 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 - Teaching ESL Students in the Regular Classroom (3)**

This course prepares K-8 teachers to teach ESL students in their classrooms. Upon completion of this class, teachers are able to identify activities and manipulatives that can be teacher directed, peer directed or independently directed in all content areas. Participants will utilize the information to create materials for use with ESL students in their classrooms.

### **EDU 629 - Beginning Studies in Brain Research (3)**

This comprehensive course provides an overview of the newest brain research available. The course identifies and describes the basic components of a brain-based classroom environment. The students discuss interventions that promote a positive classroom atmosphere and create a learning community. They also demonstrate knowledge of techniques that motivate students and enhance the learning processes, describe specific interventions for correcting early emotional and physical disruptions, and identify major emotional needs for the developmental stages of childhood and adolescence. Participants develop personal and professional competencies as evidenced by preparing a personal plan utilizing brain research techniques to be implemented in the classroom.

### **EDU 631 - Advanced Brain Compatible Learning Strategies (3)**

A continuation of the examination of the latest brain research and its practical applications in educational settings. This experiential class builds on previous knowledge of brain-compatible learning. Participants design and implement a plan suitable for the classroom setting. Through the development of a variety of classroom techniques, emphasis is placed on increasing activities that promote learning and help overcome obstacles in the learning process.

### **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 - Nebraska Heritage Studies (3)**

Provides classroom teachers with information and resources to develop curricula integrating local and state history into the K-12 classroom. Participants in this course explore the issues surrounding territorial and early state settlement, social life, leisure activities, residential architecture, and historical preservation. Discussion is centered on Native Americans, the effects of 20th century wars on Nebraska communities, and the impact of technological development. Students learn to integrate these topics into broader social studies units, as well as how to develop specific classes in Nebraska history.

### **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 - Technology in Business and Industry (3)**

An opportunity for educators to visit companies to view the technological changes and discover the skills needed by today's workers. Company tours and presentations by human resource departments are part of this class designed for counselors, administrators, curriculum coordinators, and teachers of business, science, art, and industrial technology. Using this information, participants design curricula and experiences to enhance the employability of their students.

### **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 (3)**

A seminar course to accompany the secondary student teaching 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 a personal philosophy of teaching, develop curriculum appropriate for the middle or high school, and work closely with the cooperating teacher to develop and implement a classroom project to provide evidence of effective teaching by the student 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 - Enhancing Literacy in the K-8 Classroom (3)**

This course provides an introduction to the development of literacy in the K-8 classroom. Emphasis is placed on exploring the components of reading, writing, listening and speaking. The student moves from theory to practice in implementing literacy programs in elementary and middle grades.

### **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 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 and the National Science Literacy Standards.

### **EDU 647 - Technology for Special Needs Students (3)**

Technology can be a very effective tool when meeting the needs of special populations. This course will provide educators with the tools needed to; 1. Effectively utilize technology in inclusion and pullout settings to help meet student objectives. 2. Evaluate individual student needs. 3. Use as a management tool to tackle paperwork. 4. Use technology to record and measure student growth. 5. Use as a research tool to explore disabilities and current practices. 6. Strengthen communication between special education, regular education, and parents. 7. Request the technology needed.

### **EDU 648 - Differentiated Curriculum for Gifted Education in the Regular Classroom (3)**

This class is designed to introduce teachers to the process of differentiating curriculum in the classroom. Participants will develop an understanding of the differentiation process for the gifted and develop implementation techniques and units of study which incorporate curriculum modifications. Additional topics to be explored and put into practice include tiered assignments, flexible grouping, interest in learning centers, independent projects, learning contracts, curriculum compacting, and adjusting scope and sequence. Students also learn to apply the techniques of higher level questioning and critical thinking. Students will develop effective evaluation techniques for differentiated curricular options.

### **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, resource guides for classroom use, and read and report on current literature appropriate for counseling use in the classroom.

### **EDU 651 - Character Education in K-12 Classrooms (3)**

Building Character Education in K-12 Classrooms encourages teachers to explore the history of character education in the United States, recognize the need for character education in today's society, and analyze the impact Nebraska's Character Education Laws have on today's schools. Teachers integrate character education with Nebraska Standards and Links to L.E.A.R.N.S. The relationship between character education and service learning, student leadership, peer mediation/conflict management, literature, and school climate are also examined.

### **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 654 - Developing Web Applications (3)**

A course designed to provide educators with the knowledge and skills necessary to develop web sites that may be used in the classroom setting. Participants develop a web site. The course focuses on the principles of site design and development, the concept of hyperlinking information, integration of text, graphics, and sound, and the access of information via the World Wide Web.

### **EDU 655 - Internship (3)**

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. **Pre-requisite EDU 624, EDU 663, EDS 620.**

### **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 - Working with Struggling Students (3)**

This course explores common barriers to students' learning experiences. Specific techniques are presented to assist students unable to function effectively in the classroom. Participants develop adaptations and interventions which may be utilized to increase comprehension, memory, achievement, motivation and self-esteem.

### **EDU 659 - Differentiated Curriculum in the Regular Classroom (3)**

Designed to introduce teachers to the process of differentiating curriculum in the regular classroom. Students will develop an understanding of the differentiation process and develop implementation techniques and units of study that incorporate curriculum modifications. Additional topics students will explore and put into practice include tiered assignments, flexible grouping, interest in learning centers, independent projects, learning contracts, curriculum compacting, and adjusting scope and sequence. Students will also learn to apply the techniques of higher level questioning and critical thinking. Students will develop effective evaluation techniques for differentiated curricular options.

### **EDU 660 - Statistics (3)**

A study of the competencies needed in order to understand the fundamental statistical methods and procedures most commonly used in educational research. The student is expected to understand the processes of descriptive, inferential, and correlational statistics so that he/she can apply these techniques to the data or can read, comprehend, and evaluate the findings of other professionals as they are reported in the literature of the student's respective field.

### **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 - Classroom Computer Applications (3)**

An examination of the methods and materials for using microcomputers to enhance instruction in the K-12 classroom. The use and evaluation of available software, the organization and development of teaching units which integrate microcomputer use, and the evaluation of computer hardware are given particular attention.

### **EDU 667 - Writing Across the Curriculum (3)**

An examination of writing as a process approach and its application in the classroom. An emphasis is placed on reviewing current best practices in implementing writing across curriculum areas.

### **EDU 670 - Classroom Management (3)**

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

### **EDU 671 - Directed Study (1-3)**

An individual student empirical investigation reviewing the literature on research and theory related to curriculum and instructional systems.

### **EDU 672 - Teaching Strategies (3)**

An investigation of teaching strategies incorporating theory and practice in conventional group instruction, individualized instruction, and instruction using new media. Attention is also given to planning and developing lessons, environmental issues affecting instruction, and constructionalist theory and practice.

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

This course brings together the best ideas from several schools of thought on providing a classroom environment which works effectively with at-risk students. 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 the Teaching of the Hearing Impaired (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 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 - Mathematics for Young Children (3)**

This course examines new strategies for teaching mathematics in the early childhood classroom (K-3). Students will explore topics including literature in mathematics, problem-solving with young children, the application of the NCTM Standards 2000 and state standards in lesson design. Gender issues in mathematics will also be studied. Students will be able to apply hands-on mathematical curriculum in the early childhood classroom.

### **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 - Reading in the 4-8 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 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; 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 - Integrating Art across the Curriculum (3)**

This course is designed to broaden the knowledge base in the area of art for the K-12 teacher. Participants will learn how to incorporate the works of famous artists along with art lessons directly into their curriculum. Participants will research historical periods and the artists of those periods. Participants will develop pieces of art in the style of the period and artist and develop projects and lessons to present during the course.

### **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 - Teaching the History & Culture of the Middle East (3)**

This course will offer a brief examination of the history, politics, religion, and culture of the Middle East. We will examine a variety of text, video, and Web-based resources available to educators for use in the classroom. Participants will design lessons to fit their personal needs in their classroom settings. This course is appropriate for elementary and secondary school teachers.

### **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)**

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 705 - Students at Risk: Learning Inhibitors (3)**

This course seeks to provide educators with greater knowledge concerning many of the stressors or inhibitors in the lives of children and adolescents that may deter their brain function, development and affect learning. From impoverished environments, to the effects of television, computers and video games, to sociological deterrents, students face many challenges in their development. Teachers will study the inhibitors and learn and implement methods to better maximize the learning potential of all students.

### **EDU 706 - Supporting Writers in the Writing Workshop (3)**

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

### **EDU 707 - Supporting Readers in the Reading Workshop (3)**

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

### **EDU 708 - Center Based Activities in the Primary 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 710 - Art Education (3)**

This course will help participants gain knowledge of the importance of art in the elementary setting. Participants will study the effects of art on stress, learning, creativity, thinking processes, intra and interpersonal growth, enjoyment and self-expression. Participants will study readings from the areas of creativity, art education and art therapy. Participants will prepare art lesson plans and critique your lessons. Participants will gain an overview of 2-D and 3-D materials, ways of using the materials and techniques for classroom management during art lessons. Participants will study developmental levels and stages, principles and elements of art, art philosophies, learning styles, DBAE, art safety, purchasing, ordering, recycling and gaining an art vocabulary. Right brain drawing will be emphasized and mastered along with the therapeutic and educational values of art.

### **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, 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 lessons using technology that will assist students in meeting their potential. Teaching methodology includes presentation, 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 iPhoto: setting up albums, faces, places, while making cards, calendars, and slide shows. iMovie (09): basic movie creation - importing video, pictures and music) burning a DVD for digital storytelling purposes; Garage Band, 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 and 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 - Making a Good Brain Better (3)**

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

### **EDU 723 - Optimizing Learning for Children (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 730 - Survival Spanish (3)**

This course will help teachers learn basic conversational phrases and vocabulary to communicate with Hispanic students in their classrooms. Emphasis will be on classroom situations and conversational Spanish instead of grammar. The class will include activities and journal readings on ESL, in addition to vocabulary study and practice.

### **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)**

Co-teaching is a new and creative way of educating students with disabilities. It can be a successful solution for meeting the guidelines for inclusive practices while still providing the least restrictive environment for students. This course will provide a foundation of what co-teaching is and is not and address collaboration topics. Participants will develop a plan suitable for their current teaching situation to begin to implement this teaching style.

## 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 also 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)**

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.

## Special Education

### **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 Youth (3)**

An examination of a variety of techniques for instruction in academic, social, and vocational curricula to youth with exceptionalities in today's schools. This course considers classroom settings ranging from self-contained classrooms for students with learning disabilities, mental handicaps, or behavioral disorders to regular classes with collaborative teaching.

### **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 Modifications and Accommodations for Students with Special Needs (3)**

This course prepares participants to diagnose student needs and make appropriate individualized instructional accommodations in all areas consistent with IDEA and NE Rule 51. Learning resulting from this course will also qualify those involved to collaborate with paraprofessionals, parents, and regular educators. The focus of adaptations will be primarily for students with learning disabilities, behavioral disorders, and mental handicaps. Student will utilize technology in making modifications 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 (3)**

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. **Pre-requisite EDU 624, EDU 663, EDS 620.**

### **EDS 680 - Practicum for 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 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.

# Educational Leadership

## **EDL 621 - Leadership Internship (3)**

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

## **EDL 675 - Foundations of Educational Leadership (6)**

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

## **EDL 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/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 elementary 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 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/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 secondary 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. 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 683 - Elementary Field Experience/Practicum II (3)**

A continuation of bridging the learning from the Foundations of Educational Leadership course, the first field experience, and the elementary school site. Students 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 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 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 and must obtain leave time for at least two days to spend in schools other than their own. The class sessions provide an opportunity for processing the field experiences of the students and promoting new problem-solving techniques and decision-making strategies. Students develop new skills in performance appraisal, interview techniques, collaborative staff development activities, promoting activities outside the classroom, and closing of school activities. Students also develop plans for their summer internships.

### **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/Practicum II (3)**

A continuation of bridging the learning from the Foundations of Educational Leadership course, the first field experience, and the secondary school site. Students 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 focus on programmatic problem solving, including curricular issues, developing and implementing support programs for faculty and staff, 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 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 and must obtain leave time for at least two days to spend in schools other than their own. The class sessions provide an opportunity for processing the field experiences of the students and promoting new problem-solving techniques and decision-making strategies. Students develop new skills in performance appraisal, interview techniques, collaborative staff development activities, promoting activities outside the classroom, and closing of school activities. Students also develop plans for their summer internships.

### **EDL 686 - Advanced Educational Leadership I (6)**

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

### **EDL 687 - Advanced Educational Leadership II (3)**

A focus on non-classroom support services and multiple stakeholders, including advisement, counseling, and guidance of students; encouragement of activities outside the classroom that support teaching and learning; and collaboration with parents and community agencies. Students study various supervisory models and performance-appraisal systems. As part of their continuing professional growth, students design and pilot an action research project focusing on one of the four program outcomes: strategic leadership, instructional leadership, organizational leadership, or community and political leadership.

### **EDL 695 - Research and Project Implementation (3)**

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

### **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.

## **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 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 755 - Financial Frameworks (3)**

In this course, the student will develop an understanding of the overall framework of school finance and how it works at the federal, state and local levels. The legal and statutory frameworks for school finance and budgeting will be explored. The student will understand the policy foundations of school finance and will be able to apply the notion of policy to the development of a model budget for their district. The budget will be reviewed as an instrument of policy and priority and as a strategy for "adding value" to a management task. The student will understand the role of management, administration and leadership in the financial framework of the district and in the process of developing, implementing and administering a budget. The course will cover such concepts as "budget as policy" and various methodologies for budgeting that make the process more transparent and more engaging in both development and administration.

### **ESD 810 - Resource Development and Allocation (3)**

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

### **ESD 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 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 Practicum (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 (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.

# 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

The government of the college is vested in a self-perpetuating Board of Trustees, whose regular members serve for four years and are eligible for re-election. Three additional members represent the alumni and serve for a single three-year term. The board meets twice a year. In the interim, the Executive Committee acts for the board. Administration of the college is by the president, the cabinet, and the faculty.

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**Tom Tonniges, M.D. '72**, 1991-2006, 2012-, F.A.A.P., Medical Director United Health Care, Omaha, Nebraska

**Michael A. Weston '93**, 2010-, Advisor, State Farm Insurance, Lincoln, Nebraska

**Lois Chab Weyers '67**, 2005-, Educator (Retired), Green Bay Public Schools, DePere, Wisconsin

**Tim Wilson '90**, 2010-, Partner, BDK, LLP, Omaha, Nebraska

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**Robert A. Wanek**, 1988-2004, Wanek Development Corporation and City Bank & Trust Company, Crete, Nebraska

**Earl L. Wright**, 1987-2010, President & CEO, AMG National Trust Bank, NA, Englewood, Colorado

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**Donald Belau**, 2013-, B.A., M.A., Ph.D.

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**Lyn C. Forester**, 1992-, B.A., M.Ed., Ed.D.

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## Graduate Faculty

### Master of Arts in Counseling

**Donald Belau**, 2004-, University of Nebraska-Lincoln, B.S.; University of Nebraska-Kearney, M.S., Ed.S.; University of Nebraska-Lincoln, Ph.D.

**Jean Kilnoski**, 2006-, University of Georgia, M.Ed.; Doane College, M.A.

### Adjunct Faculty

**Gerry Allen**, 1995-, University of Nebraska at Omaha, B.A., M.A.

**Peter Allman**, 1994-, University of Nebraska, B.S., M.A.

**Burke Brown**, 2012-, University of Nebraska, M.Ed.

**Sandra Broz**, 2008-, Wayne State, M.S.E.; University of South Dakota Ed.D.

**Patrick Collins**, 2013-, Doane College, B.A., M.A.

**Lynette S. Erickson**, 2009-, Wartburg College, B.A.; Doane College, M.A.

**Janet L. Johnson**, 2009-, Doane College, B.A, M.A.

**Gina Larson**, 1999-, University of Nebraska-Lincoln, M.A.

**Beverlee Linder**, 1994-, Doane College, B.S., M.A.

**Ina Sivits Lühring**, 2009-, Ball State University, B.A., M.A.; Doane College, M.A.

**Gianene K. Prentice**, 1998-, Nebraska Wesleyan University, B.A.; University of Nebraska-Lincoln, M.A.

**Owen Saunders**, 2000-, University of Utah, B.S.; Augustana College, M.A.; University of South Dakota, Ed.D.

**Melissa Schmid**, 2011-, University of Nebraska, B.A., Doane College, M.A.

**Kathryn Speck**, 1999-, Doane College, B.A.; University of Nebraska-Lincoln, M.A., Ph.D.

**Catherine Steinhauer**, 2011-, College of St. Mary, B.A., Doane College, M.A.

**Ray Zeisset**, 1998-, Westmar College, B.A.; University of Illinois, M.A., Ph.D.

### Master of Arts in Management

**Mary Sue Carter**, 2002-, Southwest Missouri State University, B.S.; University of Missouri-Columbia, M.A.; Texas A&M University, Ph.D.

**Leslie D. Manns**, 1992-, University of North Dakota, B.A., M.A.; University of Nebraska-Lincoln, Ph.D.

**Dana L. Miller**, 1994-, *Director The Leading Edge and Thesis/Portfolio Capstone Programs, Master of Arts in Management* Vancouver Bible College, B.A.; Talbot Seminary, M.A.; Azusa Pacific University, M.A.; University of Nebraska-Lincoln, Ph.D.

### Adjunct Faculty

**Gerry Allen**, 1995-, University of Nebraska at Omaha, B.A., M.A.

**Randy Blair**, 2004-, Texas Tech, B.A.; Doane College, M.A.M.

**Mike Britten**, 2006 -, Central Michigan University, B.S.; Western Michigan University, M.A.; University of Nebraska - Lincoln, Ph.D.

**Fred D. Brown**, 2009-, Doane College B.A., University of Pennsylvania, Ph.D.

**Juli A. Burney**, 1986-, Wayne State College, B.S.; University of Nebraska- Lincoln, M.A.

**Karla Cooper**, 2005-, Southeast Missouri State University, B.A., M.S., M.Div.

**Cathy Dillon**, 2009-, Doane College, M.A.M.

**Rebecca J. Duncan**, 1992-, University of Nebraska-Lincoln, B.A.; Boston College, M.A.; Saint Louis University, Ph.D.

**Todd J. Duncan**, 2014-, Doane College, M.A.M.

**Donald R. Earl**, 2013-, Doane College, M.A.M.

**Lee Elliott**, Kearney State College, B.A., Fort Hays State University, M.S.

**Kathleen A. Engel**, 2013-, Doane College, M.A.M.

**Helen A. Fagan**, 2014-, Doane College, M.A.M.

**Kerry Fina**, 2008-, Doane College, B.A., M.A.M.

**Donald Fritz**, 2007-, Kearney State College, B.A.; University of Nebraska - Lincoln, M.Ed, Ph.D.

**Stacie Goding**, 2006-, Hastings College, B.A.; University of Nebraska - Lincoln, J.D.

**Larry Hadfield**, 1988-, University of Memphis, B.S.; Auburn University, M.A.

**Ted Hill**, 2006-, University of Maryland, BA; University of Nebraska- Lincoln, MA Psychology; Northwestern University, M.B.A.; University of Nebraska-Lincoln, PhD

**Shannon Hinrichs**, 2009-, University of Nebraska- Lincoln, B.A., Bellevue University, M.B.A  
**Steve Joel**, 2001-, Kansas State, Ph.D.  
**Bill Kostner**, 1997-, University of Nebraska - Lincoln, M.B.A.  
**Gina Larson**, 1999-, University of Nebraska-Lincoln, M.A.  
**Steve Lamken**, 2009-, University of Nebraska-Lincoln, M.A.  
**Steve Rathman**, 2011-, Doane College, MA  
**Susan Rocker**, 2005-, University of Nebraska - Lincoln, B.A.; Doane College, M.A.A.  
**Jane E. Stentz**, 2013-, Doane College, M.A.M.  
**Stephen Wang**, 1995-, University of Nebraska-Lincoln, B.A., M.L.S.; Creighton University, M.B.A.

## **Graduate Studies in Education**

**Lyn C. Forester**, 1992-, *Professor of Education and Dean of the Master of Education in Curriculum and Instruction Program*

University of South Carolina, B.A.; University of Oklahoma, M.Ed.; Oklahoma State University, Ed.D.

**Jed Johnston**, 2002-, *Associate Professor of Education and Dean of Master of Education in Educational Leadership Program*

University of Nebraska-Lincoln, B.S; University of Nebraska at Omaha, M.S; University of Nebraska-Lincoln, Ed.D.

**Doug Christensen**, 2009-, *Professor of Practice in Educational Leadership*

Midland Lutheran College, B.A.; University of Nebraska-Lincoln, M.A., Ph.D.

**Timothy Frey**, 2013-, *Associate Professor of Education*

Doane College, B.A.; M.Ed.; Indiana University, Bloomington, IN, Ph.D.

**Rodney Diercks**, 1997-, *Associate Professor of Education*

Chadron State College, B.S.; Doane College, M.Ed.; University of Nebraska-Lincoln, Ph.D.

**Emily Griesch**, 2005-, *Co-Director of the Initial Program at the Advanced Level for Certification*

Doane College, M.Ed.

**Kay L. Hegler**, 1974-, *Professor of Special Education*

South Dakota State University, B.S.; University of Nebraska-Lincoln, M.S., Ph.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.

**Linda Kalbach**, 2004-, *Assistant Professor of Education*

University of Northern Colorado, B.A.; Fort Hays University, M.A.; University of Nebraska-Lincoln, Ph.D.

**Julie A. Kozisek**, 1980-, *Professor of Education*

Doane College, B.A.; University of Nebraska-Lincoln, M.S., Ph.D.

**Matthew Kutscher**, 2012-, *Assistant Professor of Education*

University of Nebraska-Lincoln, B.S., M.F.A, Ph.D.

**Sue Rasmussen**, 2006-, *Assistant Professor of Educational Leadership*

University of Nebraska-Kearney, B.A.; University of Nebraska-Kearney, M.S.

**Deb Stuto**, 2006-, *Co-Director of the Initial Program at the Advanced Level for Certification*

Doane College, M.Ed.

**Denee L. Wehrs**, 1996-, *Instructor in Education*

Doane College, B.A., M.Ed.

## **Administration and Staff**

**Jacque Carter**, 2011-, President

**John Burney**, 2010-, Vice President for Academic Affairs, Dean of the Faculty

**Michael Carpenter**, 2007-, Vice President for information Technology Services/CIO

**Kim Jacobs**, 2004-, Vice President for Student Leadership

**Kevin Meyer**, 2013-, Vice President for Advancement

**Julie Schmidt**, 2006-, Vice President for Finance and Administration

**Joel Weyand**, 2009-, Vice President for Enrollment Services and Marketing

**Lyn Forester**, 1992-, Dean of Graduate Studies in Education - Curriculum and Instruction Program

**Janice Hadfield**, 1986-, Dean of Graduate and Professional Studies and Master of Arts in Management Program

**Jed Johnston**, 2002-, Dean of Graduate Studies in Education - Educational Leadership Program

**Donald Bealu**, 2013-, Associate Dean of Master of Arts in Counseling Program

**Greg Baker**, 2006-, Bookstore Assistant

**Linda Butcher**, 2013-, Financial Aid Counselor/ Assistant Registrar

**Wilma Daddario**, 1992-, Assistant Dean of Graduate Studies in Education

**Debra Eberly**, 2012-, Office Coordinator, Master of Arts in Counseling and Master of Arts in Management

**Denise Ellis**, 2004-, Registrar

**Kerry Fina**, 2008-, Academic Advisor Master of Arts in Management, Instructional Technology Specialist

**Colleen Haack**, 2013-, Director of the Omaha Campus

**Leslie Harms**, 2011-, Assistant to the Dean of Curriculum and Instruction

**Jean Kilnoski**, 2006-, Assistant Dean, Master of Arts in Counseling

**Caroline Miller**, 2011-, Lincoln Campus Receptionist

**Dana L. Miller**, 1994-, Director The Leading Edge and Thesis/Portfolio Capstone Programs, Master of Arts in Management

**Cindy Nitzel**, 2009-, Student Accounts Supervisor

**Lisa Avila O'Connor**, 2011-, Services Coordinator, Grand Island

**Ken Oglesby**, 1995-, Maintenance Associate

**April Paschall**, 2013-, Coordinator of Operations, Omaha

**Courtney Quackenbush**, 2012-, Technology Coordinator, Grand Island

**Susan Rocker**, 2011-, Director of Career Development/VA Certification Officer

**Raquel Schmidt**, 2013-, Student Accounts Associate

**Shawn Soper**, 2006-, Helpdesk Manager

**Peggy Tvrdy**, 2008-, Director of Financial Aid

**Jennifer Worthington**, 2008-, Director of Grand Island Campus

# Degrees Awarded

## Class of 2013

August 15, 2013 Graduates

### Master of Arts in Counseling

*Leslie Ann Cummings*, Omaha, NE  
*Jordan Marie Erickson*, Sutton, NE  
*Kristal Dawn Flaming*, Lincoln, NE  
*Luke A. Meier*, Lincoln, NE  
*Daniell I. Moore*, Lincoln, NE

*Michele Lynn Phillips*, Lincoln, NE  
*Cassandra Sue Rockwell*, Lincoln, NE  
*Deborah B. Sheely*, Lincoln, NE  
*Chelsea Ann Taylor*, Lincoln, NE  
*Christopher Lawrence Zubrod*, Lincoln, NE

### Master of Education in Curriculum and Instruction

*Kenneth Charles Anderson*, Lincoln, NE  
*Matthew John Aschoff*, Omaha, NE  
*Gregory T. Buel*, Omaha, NE  
*Conrad Theodore Butler*, Hastings, NE  
*Dawn Marie Cade*, Lincoln, NE  
*Steven Wade Clark*, Omaha, NE  
*Susanne E. Cramer*, Louisville, KY  
*Lyndsey Jo Douglas*, North Platte, NE  
*Hayley Sue Dubbs*, Grand Island, NE  
*Catrina Jo Ellis*, Omaha, NE  
*Nikole Lea Farr*, Lincoln, NE  
*Krista Sue Filipi*, Omaha, NE  
*Amy Marie Fox*, LaVista, NE  
*Mary Lea Free*, Hickman, NE  
*Eileen Patricia Gahan*, David City, NE  
*Rebecca Lynn Geiger*, Omaha, NE  
*Mandala Marie Goecke*, Papillion, NE  
*Erin Morgan Gravatt*, Valparaiso, NE  
*Amanda Ashley Hansen*, Tekamah, NE  
*Heather L. Harvey*, North Platte, NE  
*Colleen Marie Hodges*, North Platte, NE  
*Jennifer Marie Keller*, Papillion, NE  
*Andrew David Raycroft Kercher*, Ipswich, MA  
*Jessica Lynn Kovar*, Omaha, NE  
*Tessa Diana Kroksh*, Central City, NE  
*Damen Kent Kugel*, Beatrice, NE  
*Robin Ann Lewis*, York, NE  
*Nancy M. Lierman*, West Point, NE

*Rebecca Lee Lindahl*, Lincoln, NE  
*Samantha Jo Loeffler*, Omaha, NE  
*Caitlyn Noel Luther*, Guernsey, WY  
*Brenda Marie Malmkar*, North Platte, NE  
*Katie A. McClain*, North Platte, NE  
*Justin Alan McGill*, Lincoln, NE  
*Lisa Jenay McHargue*, Lincoln, NE  
*Kimberly Jean Mertens*, North Platte, NE  
*Lisa Jo Micek-Johnson*, Omaha, NE  
*Hilary Ann O'Flynn*, Gretna, NE  
*Kendra Lynn Peitz*, Omaha, NE  
*Elizabeth A. Peterson*, Gretna, NE  
*Julie Ann Pistulka*, O'Neill, NE  
*Cassidy Kay Pitkin*, Brainard, NE  
*Laura Diane Poe*, North Platte, NE  
*Emily Ann Rakowsky*, Omaha, NE  
*Elizabeth S. Reich*, Grand Island, NE  
*Brittany Nicole Siebrandt*, Jansen, NE  
*Stevie Raeanna Swedberg*, North Platte, NE  
*Emily Elizabeth True*, Lincoln, NE  
*Margaret Mary Veldkamp*, Brookings, SD  
*Aaron Doyle Wagoner*, Crete, NE  
*Linsey Michelle Weaver*, North Platte, NE  
*Andrea Lynn Wilson*, North Platte, NE  
*Mindy Katherine Wolfgang*, Hickman, NE  
*Paula Marcela Yunge*, Lincoln, NE  
*Jane Zabokrtsky*, Endicott, NE  
*Emily Ann Zachman*, Council Bluffs, IA

### Master of Education in Educational Leadership

*Douglas Pospishil*, Omaha, NE  
*Sarah Lynn Winans*, Lincoln, NE

## **Class of 2014 - December and May Graduates**

**December 15, 2013 and May 18, 2014**

### **Master of Arts in Counseling**

*Travis C. Barnhart*, Lincoln, NE  
*Amy E. Barton*, Lincoln, NE  
*Mindy J. Breckner*, Doniphan, NE  
*Amanda H. Brewer*, Lincoln, NE  
*Lindsay R. Brundege*, Lincoln, NE  
*Sarah J. Dunham*, Crete, NE  
*Natasha M. Edwards*, Lincoln, NE  
*Corey Gray*, Seward, NE  
*Michelle A. Hawco*, Lincoln, NE  
*Dawn S. Hilker*, Grand Island, NE  
*Mathew David Holwegner*, Lincoln, NE  
*Timothy J. Luedtke*, Lincoln, NE  
*Deborah Long Maas*, Lincoln, NE  
*Mauricio Martinez*, Lincoln, NE  
*Michelle Melvin*, Lincoln, NE

*Shane D. Meyer*, Lincoln, NE  
*Alicia J. Micek*, Lincoln, NE  
*Susan Michelle Milner*, Grand Island, NE  
*Melinda S. Mousel*, Lawrence, NE  
*Tobias J. Orr*, Beatrice, NE  
*Kathryn A. Perry*, Lincoln, NE  
*Christina Marie Pierce*, Crete, NE  
*Jared W. Ray*, Lincoln, NE  
*Brandon Mark Reetz*, Lincoln, NE  
*Eric Reimnitz*, Lincoln, NE  
*LaVonne Annette Rosenthal*, Lincoln, NE  
*Laura E. Schutte*, Omaha, NE  
*Melissa Thorne*, Lincoln, NE  
*Matthew Trout*, Lincoln, NE

### **Master of Arts in Management**

*Monday H. Akogwu*, Lincoln, NE  
*David Arbogast*, Martell, NE  
*Catherine Marie Archie*, Lincoln, NE  
*Sherrie D. Bacon*, Lincoln, NE  
*Alyssa M. Bakulski*, Lincoln, NE  
*Robert D. Beckstrom*, Lincoln, NE  
*Lisa M. Bickert*, Lincoln, NE  
*Darin L. Bloomquist*, Columbus, NE  
*Leslie R. Bonelli*, Lincoln, NE  
*Charles John Breneman*, Lincoln, NE  
*Charles Brewer*, Lincoln, NE  
*Elizabeth A. Buhr*, Filley, NE  
*Bryce Butt*, Omaha, NE  
*Jamaal A. Chinn*, Denver, CO  
*Elizabeth E. Cranford*, Lincoln, NE  
*Tomie Lynn Curry*, Omaha, NE  
*Sandra K. Davis*, Grand Island, NE  
*Todd J. Duncan*, Lincoln, NE  
*Bradley William Frields*, Nebraska City, NE  
*Mark C. Funkey*, Hastings, NE  
*Patsy Gleim*, Lincoln, NE  
*Kristal L. Griffeth*, Lincoln, NE  
*Carol A. Gustafson*, Waverly, NE  
*Sheri L. Hibberd*, Lincoln, NE  
*Amanda J. Higgins*, Lincoln, NE  
*Joseph E. Hlavac*, Roca, NE  
*Brian Hoffman*, Hastings, NE  
*Connie A. Hultine*, Hastings, NE  
*Steven J. Hunzeker*, York, NE  
*Brandon King*, Lincoln, NE  
*Amy Jane Kurtzer*, Cortland, NE

*Andrea Renee Mahrt*, Saint Paul, NE  
*Dawn A. Martin*, Omaha, NE  
*Elisa S. Moore*, Lincoln, NE  
*Clayton W. Norman-Kolling*, Crawford, NE  
*Lisa Viviana Ávila O'Connor*, Grand Island, NE  
*Pasha B. Ostby*, Bennington, NE  
*Jeffrey R. Poore*, Lincoln, NE  
*Edward C. Price*, Lincoln, NE  
*Danielle E. Ramsey*, Lincoln, NE  
*Joseph W. Reeder*, Lincoln, NE  
*Joshua R. Russo*, Lincoln, NE  
*Heather Marie Schlautman*, Lincoln, NE  
*Heather Lynne Seitz*, Central City, NE  
*Chris Sheridan*, Lincoln, NE  
*Eric S. Slezak*, Hickman, NE  
*Britt K. Sommer*, Lincoln, NE  
*Lisa D. Soto*, Grand Island, NE  
*Michael A. Stara*, Lincoln, NE  
*Jessica Jurhee States*, Lincoln, NE  
*Amelia J. Stutzman*, Lincoln, NE  
*Jenifer Jo Adden Therrien*, Lincoln, NE  
*Shane P. Thompson*, Lincoln, NE  
*Kara N. Urkoski*, Silver Creek, NE  
*Rebecca J. Utter*, Hastings, NE  
*Michael Vargas*, El Paso, TX  
*Emily Voss*, Lincoln, NE  
*Deborah A. Wilke*, Lincoln, NE  
*Robert Alan Williams*, Lincoln, NE  
*Sara Wingrove*, Lincoln, NE  
*Jeannette A. Yaussi*, Lincoln, NE

## Master of Education in Curriculum and Instruction

*Marie H. Abbott*, Omaha, NE  
*Kristina Dee Beckner*, Council Bluffs, IA  
*Brady Ray Bergmeyer*, Bellevue, NE  
*Jessica M. Birdsall*, Council Bluffs, IA  
*Jennifer Rose Borer*, Wilber, NE  
*Malissie Marie Boyer*, Omaha, NE  
*Krystle A. Brandt*, Lincoln, NE  
*Abra M. Bridges*, Herman, NE  
*Cole Ryan Brockmoller*, Lexington, NE  
*Lisa Marie Burger*, Lincoln, NE  
*Kayla Danielle Carlson*, Central City, NE  
*Ashley N. Collins*, Grand Island, NE  
*Christy Nicole Davis*, La Vista, NE  
*Jena L. Deaver*, Holdrege, NE  
*Melissa Ann DeHart*, Omaha, NE  
*Emily Wallman Dickerson*, Indianapolis, IN  
*Justin Michael Dowdy*, Gothenburg, NE  
*Megan Leigh Dufek*, Lincoln, NE  
*Kevin J. Dunn*, Omaha, NE  
*Kara L. Dusatko*, Battle Creek, NE  
*Melissa L. Dux*, Fairbury, NE  
*Danielle Elizabeth Effken*, Lincoln, NE  
*Se'erra N. Fantroy*, Murrieta, CA  
*Jessica L. Farris*, Omaha, NE  
*Deborah Miller Fehr*, Omaha, NE  
*Sara Jane Franzluebbbers*, West Point, NE  
*Angela L. Frerking*, Lincoln, NE  
*Carly Elizabeth Gates*, Council Bluffs, IA  
*Erin L. Gochenour*, Bellevue, NE  
*Erica Leigh Goodenough*, Omaha, NE  
*Garrett Dean Hall*, Lincoln, NE  
*Jennifer J. Hall*, Omaha, NE  
*Kaitlin C. Haller*, Omaha, NE  
*Deborah S. Hansen*, Colon, NE  
*Kendra Dawn Harders*, Wood River, NE  
*Rebekah J. Harmon*, Wheatland, WY  
*Angela M. Heckman*, Lincoln, NE  
*Amanda M. Hegg*, Bellevue, NE  
*Janet Elizabeth Hemenway*, Omaha, NE  
*Mary Jo Hofts*, Deshler, NE  
*Jessica A. Horstmann*, Creighton, NE  
*Natalie Ruth Husmann*, Chapman, NE  
*Kylie B. Ilten*, Phillips, NE  
*Jennifer Ann Karl*, Hastings, NE  
*Lucas E. Kellison*, Lincoln, NE  
*Eric Martin Kellner*, Crete, NE  
*Dylan K. Kendall*, Lincoln, NE  
*Jennifer Lynn Kottas*, Lincoln, NE  
*LaRaesha A. Kugel*, Beatrice, NE  
*Jenna Marie Larsen*, Beatrice, NE  
*Caitlin Marie Lewis*, Omaha, NE  
*Jessyca J. Livers*, Lincoln, NE  
*Manee Lor*, Omaha, NE  
*Emily Rose Lyon*, Omaha, NE  
*Katie Ann Maloley*, Lexington, NE  
*Jaime Martinez*, Lincoln, NE  
*Ian Matthew Maw*, Lincoln, NE  
*Jeanne Lynn McKenna*, York, NE  
*Lindsey R. Meldrum*, Omaha, NE  
*Amber Dawn Meyer*, Johnson, NE  
*Ashley Ann Mueller*, Grand Island, NE  
*Megan Lynn Navrkal*, Omaha, NE  
*Emily Brooke Nesbitt*, Grand Island, NE  
*Julie Ann Newlin*, La Vista, NE  
*Katherine R. Niver*, Omaha, NE  
*Ashlee Rebecca Nuss*, Grand Island, NE  
*Nicole R. O'Hara*, Grand Island, NE  
*Rachel Renee Penner*, Lincoln, NE  
*Emily Christine Potter*, Lincoln, NE  
*Amy Leigh Radicia*, Papillion, NE  
*Tricia L. Ramaekers*, Grand Island, NE  
*Benjamin L. Rasgorshek*, Omaha, NE  
*Megan G. Rasmussen*, Omaha, NE  
*Rachel Anne Rector*, Bellevue, NE  
*Lisa A. Ricchini*, Papillion, NE  
*Mark Phillip Robles*, Syracuse, NE  
*Sarah D. Ronoh*, Crete, NE  
*Cassie Rae Sabatka*, Wilber, NE  
*Tracy Dianne Stuart Schmidt*, Lincoln, NE  
*Rebecca K. Sinters*, Lincoln, NE  
*Stephanie Ellen Shank*, Bellevue, NE  
*Kathryn S. Short*, Omaha, NE  
*Stephanie Lynn Shunkwiler*, Crete, NE  
*Rebecca J. Skrdla*, Stuart, NE  
*Ashley Nicole Smith*, Council Bluffs, IA  
*Laura B. Stephenson*, Lincoln, NE  
*Dylan S. Sullivan*, Aurora, NE  
*Katye J. Thomas*, Lincoln, NE  
*Barry E. Thomas*, Omaha, NE  
*Loria Lei M. Thunker*, Grand Island, NE  
*Leslie A. Tienken*, Omaha, NE  
*Susan Elaine Tyrrell-Jones*, Council Bluffs, IA  
*Valerie J. Vandenberg*, David City, NE  
*Melisa M. Ventre*, Lincoln, NE  
*Deborah Renee Raabe Walling*, Fremont, NE  
*Callie A. Watson*, Papillion, NE  
*Scott D. Whitlock*, Cody, WY  
*Jill A. Whitney*, Council Bluffs, IA  
*Jill R. Wieskamp*, Lincoln, NE  
*Daniel Steven Witte*, Lincoln, NE  
*Danielle C. Woodman*, Glenwood, IA  
*Keren Elizabeth Wright*, Omaha, NE

## **Master of Education in Educational Leadership**

*Jessica D. Ankerson*, Lincoln, NE  
*Rachael A. Barbour*, Omaha, NE  
*Tyler Richard Barna*, Omaha, NE  
*Meka Gayle Bauer*, Lincoln, NE  
*Emily Elisabeth Beck*, Davey, NE  
*Jason K. Branigan*, Papillion, NE  
*Michael R.G. Brodersen*, Plattsmouth, NE  
*Christina Marie Champoux*, Lincoln, NE  
*Erin L. Collings*, Seward, NE  
*Jamie L. Cook*, Lincoln, NE  
*Cedric W. Cooper*, Omaha, NE  
*Scott Matthew Curry*, Papillion, NE  
*Michael P. Duggan*, Omaha, NE  
*Mary M. Espinosa*, Ralston, NE  
*Amanda Lyn Fry*, Omaha, NE  
*Jessie Lynn Harris*, Papillion, NE  
*Amanda Brooke Shonka Hemenway*, Lincoln, NE  
*Mark J. Hrabik*, Union, NE  
*Jermaine Catrell Jones*, Omaha, NE  
*Andrea M. Kabourek*, Lincoln, NE  
*Wendi J. Kistler*, Gretna, NE  
*Kyle Joseph Knaub*, Loup City, NE  
*Angela R. Luebbe*, Omaha, NE  
*Erin Michele May*, Firth, NE  
*Randall P. Newmyer*, Lincoln, NE  
*Sarah M. Nommensen*, Omaha, NE

*Jennifer Oestmann*, Lincoln, NE  
*Marco Antonio Pedroza*, Lincoln, NE  
*Tara Rachelle Retzlaff*, Grand Island, NE  
*Casey Leigh Ring*, Neola, IA  
*Mark A. Rogge*, Lincoln, NE  
*Laura Ann Runge*, Lincoln, NE  
*Kara K. Schaben*, Panama, IA  
*Gregory Lee Schlegel*, Omaha, NE  
*Emily Dolphens Schmuecker*, Papillion, NE  
*Megan Kyle Septak*, Omaha, NE  
*Dawn Michelle Shafer*, Bellevue, NE  
*Steven Patrick Soto*, Omaha, NE  
*John Mark Spehn*, Omaha, NE  
*Rachael Lynn Stephenson*, Omaha, NE  
*Kerri Anne Stoffel*, Omaha, NE  
*Sarah Joy Sturgeon*, Omaha, NE  
*Molly A. Thomas*, Lincoln, NE  
*Norma J. Thompson*, Bellevue, NE  
*Mitchell C. Vernon*, Lincoln, NE  
*Thomas C. Vobejda*, Omaha, NE  
*Kristina M. Voss*, Omaha, NE  
*Dirk W. Waller*, Council Bluffs, IA  
*Leanne Marie Wiemer*, York, NE  
*Quentin Ray Witt*, Columbus, NE  
*Angela L. Wright*, Omaha, NE  
*Stephen Paul Zehnder*, Omaha, NE

## **Education Specialist**

*Nancy Ann Brosamle*, Gretna, NE  
*Corey K. Dahl*, Plainview, NE  
*Chad L. Denker*, David City, NE  
*Roberta E. Deremer*, Omaha, NE  
*Alicia C. Feist*, Omaha, NE  
*Michael Thomas Hart*, Norfolk, NE  
*Kami L. Jessop*, Papillion, NE  
*Adrian Joel Johnson*, Hartington, NE  
*Daniel D. Kauk*, Bellevue, NE  
*Randall L. Kort*, Fairbury, NE  
*Pamala M. Lowndes*, Papillion, NE  
*Andrew J. Luebbe*, Omaha, NE

*Jason K. Luhr*, Norfolk, NE  
*Deirdre D. McKinley*, Bellevue, NE  
*Carrie L. Novotny-Buss*, Omaha, NE  
*Brett A. Richards*, Papillion, NE  
*John D. Schwartz*, Seward, NE  
*Kathryn Ann Settles*, Papillion, NE  
*Troy D. Sidders*, Omaha, NE  
*Lisa Kristine Smith*, Hastings, NE  
*Kelly Lane Sutherland*, Treynor, IA  
*Kelcy Maren Currin Tapp*, Omaha, NE  
*Lisa Rae Wood*, Papillion, NE  
*Rodney N. Zach*, Lincoln, NE

# Academic Calendars

## Doane College 2014-15 Semester Calendar

August	25	Monday	Fall Semester begins
September	8	Monday	CENSUS DAY for Fall Semester
December	12	Friday	Fall Semester ends
	14	Sunday	Winter Commencement
January	19	Monday	Spring Semester begins
February	2	Monday	CENSUS DAY for Spring Semester
May	7	Thursday	Spring Semester ends
	10	Sunday	COMMENCEMENT

## Doane College 2014-15 Eight-Week Term Calendar

August	18	Monday	Autumn Term begins
	25	Monday	CENSUS DAY for Autumn Term
September	1	Monday	Labor Day - No class meetings
October	18	Saturday	Autumn Term ends
	20	Monday	Winter I Term begins
	27	Monday	CENSUS DAY for Winter I Term
November	27-29	Thurs.-Sat.	Thanksgiving - No class meetings
December	14	Sunday	Winter Commencement
	20	Saturday	Winter I Term ends
January	12	Monday	Winter II Term begins
	19	Monday	CENSUS DAY for Winter II Term
March	7	Saturday	Winter II Term ends
	9	Monday	Spring Term begins
	16	Monday	CENSUS DAY for Spring Term
May	9	Saturday	Spring Term ends
	10	Sunday	COMMENCEMENT
	25	Monday	Summer Term begins Memorial Day
June	2	Tuesday	CENSUS DAY for Summer Term
July	3-4	Friday- Saturday	NO CLASSES - Independence Day
	25	Saturday	Summer Term ends

# 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 College Web site:

<http://www.doane.edu/federal-disclosure-requirements>.

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 College
Contact	Financial Aid Office - 402.826.8260 or 402.466.4774
More Information	College 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	College 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 College crime statistics
Contact	Associate Dean of Student Leadership and Director of Campus Safety -402.826.8295
More Information	Doane web site, Crime and Security Data
Disclosure	Doane College 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 College 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	College catalog, student handbook

Disclosure	Satisfactory Academic Progress
Description	Minimum standards for maintenance of federal dollars at Doane College
Contact	Financial Aid Office - 402.826.8260 or 402.466.4774 Doane College Academic Dean's Office - 402.826.8221
More Information	College catalog, Financial Aid web page
Disclosure	Doane College Student Employment Information
Description	Doane College student employee handbook and guidelines
Contact	Financial Aid Office - 402.826.8260
More Information	Financial Aid web page, Doane College student employment handbook
Disclosure	Study Abroad
Description	Information on academic and financial opportunities for study abroad through Doane College
Contact	Academic Dean's Office - 402.826.8221 Financial Aid Office - 402.826.8260
More Information	College catalog
Disclosure	Section 207 of Title II Higher Education Act
Description	Annual report on teacher preparation
Contact	Office of the President - 402.826.8253
More Information	College 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	Office of Human Resources - 402.826.8200
More Information	Employee handbook, student handbook