ELEMENTARY EDUCATION, MS

Department of Teacher Education, College of Education

Vision Statement
The master’s degree in Elementary Education will:

- Extend 21st-century teaching skills and technology applications.
- Enhance the ability to design engaging, authentic instruction for today’s students.
- Emphasize diversity and culturally responsive teaching.
- Expand professional connections with educators from Midwestern and metro school districts with diverse perspectives.
- Encourage engagement with the community.
- Enable graduate students to make course selections that best fit their individual learning needs in a flexible program.

Program Contact Information
Dr. Kathleen Danielson, Advisor
Roskens Hall (RH) 308
402-554-2218
kdanielson@unomaha.edu

Dr. Rebecca Pasco, Graduate Program Chair (GPC)
Roskens Hall (RH) 308
402-554-2119
rpasco@unomaha.edu

Program Website (http://www.unomaha.edu/college-of-education/teacher-education/graduate/elementary-education.php)

Other Program-Related Information
The master’s degree in Elementary Education does not lead to initial teacher certification.

Unclassified Students
Students who are not planning to pursue a program leading to a graduate certificate or a master’s degree can be admitted to the Elementary Education program as unclassified students. Candidates holding a previous master’s degree in education who are seeking additional teaching endorsements may wish to choose an unclassified status. Unclassified students are allowed to take courses for which they meet the prerequisite. Successful completion of graduate courses as an unclassified student does not obligate the department to accept those courses for credit toward the fulfillment of degree requirements. Formal advisement in an endorsement area is required.

Admissions
Application Deadlines
- Fall: August 1
- Spring: December 1
- Summer: June 1

Program-Specific Requirements
- A minimum undergraduate GPA of 3.0 (on a 4.0 scale)
- A valid teaching certificate or statement of interest in/evidence of work or research with children, youth, or adults in teaching and learning environments.
- UNO College of Education’s Personal and Professional Fitness Form
- International students who do not intend to teach in the U.S. may be eligible for admission.
  - International students seeking admission to the graduate program must have a minimum TOEFL score of 550 paper, 213 computer, or 80 internet based, 6.5 IELTS, or 53 PTE
- Contact the TED Graduate Program Chair for additional information.
- All new graduate candidates are admitted provisionally. When candidates successfully complete twelve (12) TED graduate credit hours, candidates will work with their assigned advisor to complete the formal admissions process required to achieve an unconditional admission status. The formal admission process replaces all admission exams.

Degree Requirements

Formal Admission
Candidates are admitted provisionally until completion and successful evaluation of formal admission materials. Submitted materials are reviewed to determine if the candidate’s status will be changed to fully admitted after successful completion of 12 graduate hours. The formal admission process replaces the admission exam.

To move from provisional to formally admitted:
- During the term in which you will complete 12 hours of TED courses -
  - Submit a formal letter of application
  - Complete a degree plan of study with an assigned advisor

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>TED 8010</td>
<td>INTRODUCTION TO RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>TED 8060</td>
<td>CURRENT ISSUES AND TRENDS IN EDUCATION</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Courses
It is strongly recommended that these courses be taken early in the program.

Related Courses
Candidates are to take one course each in three of the four strands. They may choose from the courses listed or select other courses with the approval of their advisor:

Assessment and Instruction Strand:
- TED 8070  TEACHING MULTIPLE INTELLIGENCE
- TED 8150  ANTI-RACISM EDUCATION: PRINCIPLES AND PRACTICES
- TED 8210  THE PRINCIPLES OF MULTICULTURAL EDUCATION
- TED 8250  ASSESSMENT FOR CLASSROOM TEACHER
- TED 9200  CRITICAL PEDAGOGY: TEACHING FOR SOCIAL JUSTICE
- SPED 8236  LANGUAGE DEVELOPMENT AND DISORDERS FOR TEACHERS
- SPED 8910  ASSESSMENT IN SPECIAL EDUCATION
  or any assessment and instruction course or workshop, pending advisor’s approval
- TED 8170  DEVELOPMENTAL ASSESSMENT OF THE YOUNG CHILD

Early Childhood Education Strand:
- TED 8170  DEVELOPMENTAL ASSESSMENT OF THE YOUNG CHILD
Elementary Education, MS

TED 8200  SOCIAL WORLDS OF THE YOUNG CHILD  
TED 8220  PLAY AS A LEARNING MEDIUM IN EARLY CHILDHOOD EDUCATION  
TED 8230  LITERATURE FOR THE YOUNG CHILD  
TED 8240  FAMILY, SCHOOL, AND COMMUNITY PARTNERS  
TED 8260  ADVANCED CURRICULUM IN EARLY CHILDHOOD  
TED 8270  TRENDS IN EARLY CHILDHOOD EDUCATION  
TED 8810  STEM IN EARLY CHILDHOOD EDUCATION: CURRICULUM AND RESEARCH  

or any early childhood course or workshop, pending advisor’s approval  

Literacy Strand:  
TED 8080  STORYTELLING AND EDUCATION  
TED 8130  LANGUAGE, CULTURE, AND POWER  
TED 8470  TEACHING THE LANGUAGE ARTS  
TED 8610  TEACHING OF WRITING THROUGHOUT THE CURRICULUM  
TED 8650  CHILDREN’S LITERATURE AND EDUCATION  
TED 8660  YOUNG ADULT LITERATURE  
TED 8800  MULTICULTURAL LITERATURE FOR CHILDREN AND YOUTH  
TED 9100  THEORIES, MODELS, AND PRACTICES OF LITERACY  
TED 9110  PRINCIPLES AND PRACTICES FOR TEACHING READERS  
TED 9200  CRITICAL PEDAGOGY: TEACHING FOR SOCIAL JUSTICE  

or any literacy course or workshop, pending advisor’s approval  

STEM Strand:  
TED 8000  SPECIAL STUDIES  
TED 8030  SEMINAR IN EDUCATION: SPECIAL TOPICS  
TED 8050  DATA-DRIVEN DECISION MAKING FOR EDUCATORS  
TED 8410  IMPROVEMENT OF INSTRUCTION: SPECIAL TOPICS  
TED 8420  TRENDS AND TEACHING STRATEGIES IN SCIENCE EDUCATION  
TED 8430  SCHOOL CURRICULUM PLANNING  
TED/AVN 8510  AEROSPACE EDUCATION WORKSHOP  
TED 8530  INSTRUCTIONAL DESIGN STRATEGIES FOR STEM EDUCATORS  
TED 8550  DIGITAL MULTI-MEDIA IN LEARNING  
TED 8560  SUPPORTING INSTRUCTIONAL TECHNOLOGY ENVIRONMENTS  
TED 8580  COLLABORATION TOOLS IN THE LEARNING PROCESS  
TED 8596  TEACHING AND LEARNING IN DIGITAL ENVIRONMENTS  
TED 8860  INVENTION & INNOVATION IN ENGINEERING EDUCATION  

or any science/math course or workshop, pending advisor’s approval  

Electives  
Courses to be determined in consultation with program advisor  

Concentrations and Required Courses  
Elementary Education, MS Concentrations  

TED 8700  ELEMENTARY EDUCATION CAPSTONE COURSE  

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<tr>
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<th>Title</th>
<th>Credits</th>
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<tr>
<td>TED 8490</td>
<td>SPANISH LANGUAGE ARTS 1</td>
<td>3</td>
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<tr>
<td>or TED 8695</td>
<td>LITERACY AND LEARNING</td>
<td></td>
</tr>
<tr>
<td>TED 8480</td>
<td>FOUNDATIONS OF BILINGUAL EDUCATION 1</td>
<td>3</td>
</tr>
<tr>
<td>TED 8130</td>
<td>LANGUAGE, CULTURE, AND POWER</td>
<td>3</td>
</tr>
<tr>
<td>or ENGL 8676</td>
<td>SOCIOLINGUISTICS</td>
<td></td>
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</tbody>
</table>

Elective Course  
Select one of the following:  

TED 8006  SPECIAL METHODS IN THE CONTENT AREA  
TED 8055  FOUNDATIONS OF ENGLISH AS A SECOND LANGUAGE (ESL)  
TED 8180  CULTURALLY RESPONSIVE TEACHING  
TED 8695  LITERACY AND LEARNING  
TED 8800  MULTICULTURAL LITERATURE FOR CHILDREN AND YOUTH  
TED 9110  PRINCIPLES AND PRACTICES FOR TEACHING READERS  
ENGL 8615  INTRODUCTION TO LINGUISTICS  
ENGL 8696  TOPICS IN LINGUISTICS  
FLNG 8030  SEMINAR: SECOND LANGUAGE ACQUISITION THEORY  
TED 8980  PRACTICUM: VARIOUS CONTENT AREAS 2  

Other courses with advisor’s approval  

Total Credits  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</table>
| TED 8490, TED 8695, and TED 8480: These courses are taught in Spanish.  
| TED 8980: (Dual Language Practicum - deadline to apply is September 15; this course is offered in Spring only).  

Note: For an added endorsement in Bilingual Education, consult your advisor.  

The Nebraska Department of Education requires the ESL endorsement before you can apply for the Bilingual Education endorsement.
Minimum of 12 credit hours must be current UNO credits.

Spanish proficiency required (evaluated during first 3 hours).

**Early Childhood Education Concentration**

<table>
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<td><strong>Required Courses</strong></td>
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<tr>
<td>TED 8170</td>
<td>DEVELOPMENTAL ASSESSMENT OF THE YOUNG CHILD</td>
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<tr>
<td>TED 8200</td>
<td>SOCIAL WORLDS OF THE YOUNG CHILD</td>
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<tr>
<td>TED 8220</td>
<td>PLAY AS A LEARNING MEDIUM IN EARLY CHILDHOOD EDUCATION</td>
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<td>TED 8230</td>
<td>LITERATURE FOR THE YOUNG CHILD</td>
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<tr>
<td>TED 8240</td>
<td>FAMILY, SCHOOL, AND COMMUNITY PARTNERS</td>
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<td>TED 8260</td>
<td>ADVANCED CURRICULUM IN EARLY CHILDHOOD EDUCATION</td>
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<tr>
<td>TED 8270</td>
<td>TRENDS IN EARLY CHILDHOOD EDUCATION</td>
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<td>TED 8810</td>
<td>STEM IN EARLY CHILDHOOD EDUCATION: CURRICULUM AND RESEARCH</td>
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<tr>
<td>TED 8880</td>
<td>LEADERSHIP IN EARLY CHILDHOOD EDUCATION</td>
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<tr>
<td>SPED 8236</td>
<td>LANGUAGE DEVELOPMENT AND DISORDERS FOR TEACHERS</td>
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<td><strong>Other courses with advisor's approval</strong></td>
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<td><strong>Total Credits</strong></td>
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**English as a Second Language (ESL) Concentration**

At least 6 credits in the concentration must have a TED prefix.

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<th>Code</th>
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<td><strong>Required Courses</strong></td>
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<td>TED 8055</td>
<td>FOUNDATIONS OF ENGLISH AS A SECOND LANGUAGE (ESL)</td>
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<tr>
<td>TED 8130</td>
<td>LANGUAGE, CULTURE, AND POWER</td>
<td>3</td>
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<tr>
<td>or ENGL 8676</td>
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<td></td>
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<tr>
<td>TED 8800</td>
<td>MULTICULTURAL LITERATURE FOR CHILDREN AND YOUTH</td>
<td>3</td>
</tr>
<tr>
<td>or TED 8180</td>
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<tr>
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<td><strong>Elective Course</strong></td>
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<td>TED 8006</td>
<td>SPECIAL METHODS IN THE CONTENT AREA</td>
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<tr>
<td>TED 8490</td>
<td>SPANISH LANGUAGE ARTS</td>
<td></td>
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<tr>
<td>TED 8610</td>
<td>TEACHING OF WRITING THROUGHOUT THE CURRICULUM</td>
<td></td>
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<tr>
<td>TED 9110</td>
<td>PRINCIPLES AND PRACTICES FOR TEACHING READERS</td>
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<tr>
<td>TED 8470</td>
<td>TEACHING THE LANGUAGE ARTS</td>
<td></td>
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<tr>
<td></td>
<td><strong>Other courses with advisor's approval</strong></td>
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<td></td>
<td><strong>Total Credits</strong></td>
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**Improvement of Instruction Concentration**

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<tr>
<th>Code</th>
<th>Title</th>
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<tr>
<td></td>
<td><strong>Select 12 hours from the following:</strong></td>
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</tr>
<tr>
<td>TED 8070</td>
<td>TEACHING MULTIPLE INTELLIGENCE</td>
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<td>TED 8180</td>
<td>CULTURALLY RESPONSIVE TEACHING</td>
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<tr>
<td>TED 8250</td>
<td>ASSESSMENT FOR CLASSROOM TEACHER</td>
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<td>TED 8470</td>
<td>TEACHING THE LANGUAGE ARTS</td>
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<tr>
<td>TED 8610</td>
<td>TEACHING OF WRITING THROUGHOUT THE CURRICULUM</td>
<td></td>
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<tr>
<td>TED 9110</td>
<td>PRINCIPLES AND PRACTICES FOR TEACHING READERS</td>
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<td></td>
<td><strong>Other courses with advisor's approval</strong></td>
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<td><strong>Total Credits</strong></td>
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**Inclusionary Practices Concentration**

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<td><strong>Select 12 hours from the following:</strong></td>
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<tr>
<td>SPED 8120</td>
<td>HIGH INCIDENCE DISABILITIES</td>
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<tr>
<td>SPED 8156</td>
<td>READING AND WRITING INSTRUCTION FOR STUDENTS WITH DISABILITIES</td>
<td>3,2</td>
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<tr>
<td>SPED 8236</td>
<td>LANGUAGE DEVELOPMENT AND DISORDERS FOR TEACHERS</td>
<td>1,2</td>
</tr>
<tr>
<td>SPED 8670</td>
<td>MATH INTERVENTIONS</td>
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</tr>
<tr>
<td>SPED 8816</td>
<td>BEHAVIOR INTERVENTIONS AND SUPPORT</td>
<td>1</td>
</tr>
<tr>
<td>SPED 8910</td>
<td>ASSESSMENT IN SPECIAL EDUCATION</td>
<td>2</td>
</tr>
<tr>
<td>SPED 8980/ TED 8850</td>
<td>PROFESSIONAL COLLABORATION</td>
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<td></td>
<td><strong>Other courses with advisor's approval</strong></td>
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<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td>12</td>
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</tbody>
</table>

1. If SPED 8156, SPED 8236, or SPED 8816 were taken as an undergraduate student at UNO, then they are not allowed in your graduate program.

2. SPED 8156 has prerequisite SPED 8910.

**Instructional Technology Leadership Concentration**

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<tr>
<th>Code</th>
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<td><strong>Select 12 hours from the following:</strong></td>
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<tr>
<td>TED 8596</td>
<td>TEACHING AND LEARNING IN DIGITAL ENVIRONMENTS</td>
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<tr>
<td>TED 8550</td>
<td>DIGITAL MULTI-MEDIA IN LEARNING</td>
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<tr>
<td>TED 8560</td>
<td>SUPPORTING INSTRUCTIONAL TECHNOLOGY ENVIRONMENTS</td>
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<tr>
<td>TED 8050</td>
<td>DATA-DRIVEN DECISION MAKING FOR EDUCATORS</td>
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<tr>
<td>TED 8580</td>
<td>COLLABORATION TOOLS IN THE LEARNING PROCESS</td>
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<td><strong>Total Credits</strong></td>
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**Literacy Concentration**

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<th>Code</th>
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<td><strong>Select 12 hours from the following:</strong></td>
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</tr>
<tr>
<td>TED 8080</td>
<td>STORYTELLING AND EDUCATION</td>
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<tr>
<td>TED 8470</td>
<td>TEACHING THE LANGUAGE ARTS</td>
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### School Library Concentration

Select 12 hours from the following:

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<tr>
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<th>Title</th>
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<tr>
<td>TED 8006</td>
<td>SPECIAL METHODS IN THE CONTENT AREA</td>
<td>12</td>
</tr>
<tr>
<td>TED 8520</td>
<td>SCHOOL LIBRARY CAPSTONE</td>
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<tr>
<td>TED 8596</td>
<td>TEACHING AND LEARNING IN DIGITAL ENVIRONMENTS</td>
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<tr>
<td>TED 8650</td>
<td>CHILDREN'S LITERATURE AND EDUCATION</td>
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<td>TED 8660</td>
<td>YOUNG ADULT LITERATURE</td>
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<tr>
<td>TED 8710</td>
<td>RESEARCH AND INQUIRY</td>
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<tr>
<td>TED 8746</td>
<td>ORGANIZATION OF INFORMATION</td>
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<tr>
<td>TED 8760</td>
<td>MANAGING COLLECTIONS IN LIBRARIES AND INFORMATION AGENCIES</td>
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</tr>
<tr>
<td>TED 8806</td>
<td>LEADERSHIP AND MANAGEMENT IN LIBRARIES</td>
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Total Credits: 12

### Science, Technology, Engineering, and Mathematics (STEM) Concentration

Select a minimum of 12 credit hours from the courses listed below. At least six credits in the concentration must have a TED prefix.

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<th>Code</th>
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<tbody>
<tr>
<td>TED 8000</td>
<td>SPECIAL STUDIES</td>
<td>12</td>
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<tr>
<td>TED 8030</td>
<td>SEMINAR IN EDUCATION-SPECIAL TOPICS</td>
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<td>DATA-DRIVEN DECISION MAKING FOR EDUCATORS</td>
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<tr>
<td>TED 8410</td>
<td>IMPROVEMENT OF INSTRUCTION: SPECIAL TOPICS</td>
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<tr>
<td>TED 8420</td>
<td>TRENDS AND TEACHING STRATEGIES IN SCIENCE EDUCATION</td>
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<tr>
<td>TED 8430</td>
<td>SCHOOL CURRICULUM PLANNING</td>
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<td>TED/AVN 8510</td>
<td>AEROSPACE EDUCATION WORKSHOP</td>
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<td>TED 8530</td>
<td>INSTRUCTIONAL DESIGN STRATEGIES FOR STEM EDUCATORS</td>
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<td>TED 8540</td>
<td>INTRO TO TECHNOLOGY TOOLS FOR LEARNING</td>
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<td>DIGITAL MULTI-MEDIA IN LEARNING</td>
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<td>SUPPORTING INSTRUCTIONAL TECHNOLOGY ENVIRONMENTS</td>
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<tr>
<td>TED 8580</td>
<td>COLLABORATION TOOLS IN THE LEARNING PROCESS</td>
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<td>TED 8810</td>
<td>STEM IN EARLY CHILDHOOD EDUCATION: CURRICULUM AND RESEARCH</td>
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<tr>
<td>TED 8860</td>
<td>INVENTION &amp; INNOVATION IN ENGINEERING EDUCATION</td>
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Total Credits: 12

### Urban Schools Concentration

Select 12 hours from the following:

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<tbody>
<tr>
<td>TED 8180</td>
<td>CULTURALLY RESPONSIVE TEACHING</td>
<td>12</td>
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<tr>
<td>TED 8060</td>
<td>CURRENT ISSUES AND TRENDS IN EDUCATION</td>
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<td>TED 8150</td>
<td>ANTI-RACISM EDUCATION: PRINCIPLES AND PRACTICES</td>
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<tr>
<td>TED 8210</td>
<td>THE PRINCIPLES OF MULTICULTURAL EDUCATION</td>
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<tr>
<td>TED 8800</td>
<td>MULTICULTURAL LITERATURE FOR CHILDREN AND YOUTH</td>
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<tr>
<td>TED 9200</td>
<td>CRITICAL PEDAGOGY: TEACHING FOR SOCIAL JUSTICE</td>
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Total Credits: 12

- Instruction in Urban Schools Certificate (http://catalog.unomaha.edu/graduate/degree-programs-certificates-minors/secondary-education/instruction-urban-schools)

**TED 8000 SPECIAL STUDIES (1-3 credits)**

A series of intensive studies especially for in-service teachers scheduled as regular seminars or classes, according to purpose.

**Prerequisite(s)/Corequisite(s):** Graduate status

**TED 8006 SPECIAL METHODS IN THE CONTENT AREA (3 credits)**

This course is designed to develop knowledge, skills, and dispositions requisite of teachers. Course content is determined by the discipline area. For some content areas a field experience will be required. This is an in-school, guided practicum completed in conjunction with TED 4000 math, science, language arts, world languages, ESL and social studies sections. Candidates must demonstrate competencies related to performance in 7-12 classrooms. This is the final practicum experience prior to the clinical practice semester. (Cross-listed with TED 4000).

**Prerequisite(s)/Corequisite(s):** TED 3690 and TED 3550

**TED 8010 INTRODUCTION TO RESEARCH (3 credits)**

This course will introduce advanced degree candidates to (1) an understanding of the scientific method as applied to behavioral research, (2) assessment, evaluation, descriptive, causal-comparative, experimental and historical data gathering procedures and analytical strategies, (3) sampling theory, techniques, distribution and hypothesis testing, (4) specific designs, methods, and tools of research, (5) search and retrieval of published research, both American and international (global), in the library and over the Internet, (6) critical evaluation of research studies, (7) basic statistics, both descriptive and inferential, and (8) preparation of a research proposal containing three chapters: Problem, Review of Related Research (from an international global perspective with particular sensitivity toward multicultural issues), and Methodology.

**Prerequisite(s)/Corequisite(s):** Graduate standing.

**TED 8020 HISTORY AND PHILOSOPHY OF EDUCATION (3 credits)**

This course is designed to provide a critical perspective, both historical and philosophical, for understanding education in the United States. The course examines critically the evolution of educational thought and practice from the Colonial era to the present U.S.

**Prerequisite(s)/Corequisite(s):** Graduate standing.
TED 8030 SEMINAR IN EDUCATION: SPECIAL TOPICS (1-3 credits)
This is a variable content course focusing on topics of current relevance to PK-12 teachers.
Prerequisite(s)/Corequisite(s): Graduate standing.

TED 8040 SEMINAR ON STUDENT TEACHING/NEW TEACHER INDUCTION (3 credits)
The seminar is designed for experienced teachers who are, or may be, serving as cooperating teachers for student teachers or as mentor teachers for beginning teachers. Participants will study the purposes, techniques, and trends involved in serving as a cooperating teacher or as a mentor.
Prerequisite(s)/Corequisite(s): Successful teaching experience is required for this course.

TED 8050 DATA-DRIVEN DECISION MAKING FOR EDUCATORS (3 credits)
This course provides graduate students with hands-on experiences that model data-driven decision making for building educational success in today's classroom. Graduate students will learn how to create valid and reliable assessments; to interpret standardized test data; to build data models that identify student, classroom, program, and school needs; and in general, to systematically enhance educational decision making from a base of carefully collected information. Graduate students will also explore data collection and analysis strategies associated with technologies such as cloud computing, tablet computers and smart phones. In addition, they will experience data-driven decision-making models that can be integrated into student lessons to not only teach more effectively with data-driven decisions, but to also be able to teach students about data-driven decision making. The course will use real data sets and cases, in interesting, hands on and technology-rich activities, to help educators learn how to find the "educational story" represented by a set of carefully collected data points. (Cross-listed with STEM 8050).
Prerequisite(s)/Corequisite(s): Graduate standing.

TED 8055 FOUNDATIONS OF ENGLISH AS A SECOND LANGUAGE (ESL) (3 credits)
This course is designed to enhance candidates' understanding of the historical, political, and theoretical perspectives of K-12 English as a Second Language (ESL) education for English Language Learners (ELLs) in the U.S. context. As dedicated practitioners, reflective scholars, and responsible citizens, students will have knowledge of factors that contribute to an effective multicultural and multilingual learning environment. TED 3050 includes an in school, guided practicum. Candidates must demonstrate competencies related to teaching English Language Learners (ELLs) in K-12 classrooms. This is the first of two practicum experiences to complete the field experience requirements for Nebraska Department of Education's English as a Second Language (ESL) teaching endorsement; required for undergraduate students pursuing the ESL endorsement. (Cross-listed with TED 3050).
Prerequisite(s)/Corequisite(s): TED 2300 (EDUC 2010) prior to or concurrent enrollment.

TED 8060 CURRENT ISSUES AND TRENDS IN EDUCATION (3 credits)
The course is an advanced study of current issues and trends which have substantial impact on PK-12 education. The graduate candidates who take this class will read, analyze, and evaluate relevant research in order to become conversant in those issues.
Prerequisite(s)/Corequisite(s): Graduate status is required.

TED 8070 TEACHING MULTIPLE INTELLIGENCE (3 credits)
This course focuses on the utilization of the multiple intelligences (MI) theory by teachers to enhance children's understanding of various disciplines. Graduate candidates will have the opportunity to explore, evaluate, and develop various methodologies that foster understanding.
Prerequisite(s)/Corequisite(s): Graduate status.

TED 8080 STORYTELLING AND EDUCATION (3 credits)
This course is designed to consider the importance of storytelling, to provide teacher candidates with the background materials for storytelling, to study resource material for storytelling from a variety of cultures, and to develop techniques for storytelling. Actual experience in storytelling and opportunities for evaluating storytelling experiences will be provided.
Prerequisite(s)/Corequisite(s): Graduate status

TED 8090 ECONOMIC EDUCATION (3 credits)
A study and examination of economic principles, teaching strategies, and curriculum materials and how they can be related to the teacher's classroom presentation. This course is designed to furnish the teachers with sufficient background and understanding to aid in the recognition of economic issues and the teaching of economic concepts and principles to help the teacher be a more effective teacher of economics K-12.
Prerequisite(s)/Corequisite(s): Open to any graduate candidates with no previous college work in economics who are teaching K-12. Not open to majors in economics.

TED 8100 RESEARCH PROJECT (1-3 credits)
This course is designed for individual or group study and analysis of specific problems in schools dealing with curriculum and instruction in areas which have a broad scope of application rather than a specific level.
Prerequisite(s)/Corequisite(s): Approval of Advisor.

TED 8110 INTRODUCTION TO MULTICULTURAL EDUCATION (1 credit)
This course is designed for certificated teachers seeking renewal of Nebraska certification under Nebraska LB 250. The purpose of the course is to develop awareness of cultural diversity in American society and to develop skills to effectively meet the needs of students, parents, and school community members.
Prerequisite(s)/Corequisite(s): Graduate status

TED 8130 LANGUAGE, CULTURE, AND POWER (3 credits)
This course will focus on the intersection of language, culture, and power in the schools. This seminar will research how each component impacts the students and teachers in the classroom.

TED 8150 ANTI-RACISM EDUCATION: PRINCIPLES AND PRACTICES (3 credits)
This course provides a theoretical analysis of race, racism in the United States, and the implications for anti-racist education. In addition to exploring the key features of anti-racism education, the course also addresses other axes of oppression, namely, class and gender, with a critical focus on racialized power and privilege, and how such features function in the broader U.S context as well as the schooling environment. Of equal importance is a critical interrogation of the historical, ideological, and political processes that produce and maintain racism. Course participants explore pedagogies, curriculum, and school leadership strategies as mechanisms for instituting anti-racism work in schools and communities.
Prerequisite(s)/Corequisite(s): Graduate Status
TED 8170 DEVELOPMENTAL ASSESSMENT OF THE YOUNG CHILD (3 credits)
This course is designed as a survey of developmental assessment in early childhood education (ages birth to eight years). Selection of assessment tools and strategies, implementation, data collection, analysis of results, and teaching impact are addressed in context of key assessment purposes in the early childhood field.
Prerequisite(s)/Corequisite(s): Graduate status.

TED 8180 CULTURALLY RESPONSIVE TEACHING (3 credits)
This course includes an introductory analysis of the societal and institutional processes and problems which have bearing upon the education of children in urban settings. In addition, the course will focus on knowledge, skills and dispositions related to instructional strategies and classroom management needed for effective teaching in an urban environment.
Prerequisite(s)/Corequisite(s): Graduate status

TED 8190 CONTEMPORARY ISSUES IN URBAN EDUCATION (3 credits)
This course is designed for candidates who wish to keep abreast of contemporary issues which confront the educational institution and teaching profession within the urban milieu.
Prerequisite(s)/Corequisite(s): Graduate Status

TED 8200 SOCIAL WORLDS OF THE YOUNG CHILD (3 credits)
This course will explore theoretical and cultural perspectives on the social and emotional development of young children. This course will also examine the relationship between social emotional development, guidance practices, democratic life skills, and school readiness.
Prerequisite(s)/Corequisite(s): Graduate status

TED 8210 THE PRINCIPLES OF MULTICULTURAL EDUCATION (3 credits)
This course will develop practicing teachers’ awareness of and skill in meeting the needs of P-12 students with regards to the areas of human understanding, acceptance and value. Candidates will examine existing attitudes towards various minority groups such as racial, ethnic, gender, exceptionality, etc. School materials and attitudes will also be examined in determining the effect they have on PK-12 students.
Prerequisite(s)/Corequisite(s): Graduate status

TED 8220 PLAY AS A LEARNING MEDIUM IN EARLY CHILDHOOD EDUCATION (3 credits)
This course provides an in-depth examination of young children’s play and its curricular role in the early childhood classroom. The origins, developmental outcomes, assessment, curricular implementation, and evaluation of play will be covered, with an emphasis on play as a major component of developmentally appropriate practice with young children. The focus is on teachers learning to help children become partners in the operation of the learning environment.
Prerequisite(s)/Corequisite(s): Graduate status.

TED 8230 LITERATURE FOR THE YOUNG CHILD (3 credits)
Literature for the young child is examined through the lens of developmentally appropriate practice for informing educators’ interactions with children and also for developing high-quality, literature-related projects of study across the early childhood (birth-through-age-eight) continuum.
Prerequisite(s)/Corequisite(s): Graduate Status.

TED 8240 FAMILY, SCHOOL, AND COMMUNITY PARTNERS (3 credits)
This course will examine the purposes and methods for developing family, school, and community partnerships. Candidates will explore characteristics of diverse families and develop the skills necessary for planning, design, implementation, and evaluation of effective partnerships in early childhood settings.
Prerequisite(s)/Corequisite(s): Graduate Status.

TED 8250 ASSESSMENT FOR CLASSROOM TEACHER (3 credits)
This course studies assessment principles, effective practices, and classroom assessment processes throughout the curriculum. The research regarding assessment for learning is studied and application is made to classroom practices.
Prerequisite(s)/Corequisite(s): Graduate status.

TED 8260 ADVANCED CURRICULUM IN EARLY CHILDHOOD (3 credits)
This course is designed to provide an in-depth examination of the processes used in selecting and implementing appropriate curricular content in programs for children ages three to eight years. Particular emphasis is on the role of the teacher as a dedicated practitioner and reflective scholar in the early learning environment.

TED 8270 TRENDS IN EARLY CHILDHOOD EDUCATION (3 credits)
This course provides a context for examining socio-political and research-based influences underlying trends in early childhood education at the local, national and international levels.
Prerequisite(s)/Corequisite(s): Graduate Status.

TED 8286 PATTERNS OF CARE IN EARLY CHILDHOOD EDUCATION (3 credits)
Exploration of contemporary patterns of home and school care of the young child from birth to six years.

TED 8296 LEARNING MATERIALS FOR EARLY CHILDHOOD EDUCATION (3 credits)
This course is designed to promote the development of sound criteria for use in selecting appropriate learning materials for children from three to eight years of age.
Prerequisite(s)/Corequisite(s): TED 8260

TED 8300 EFFECTIVE TEACHING PRACTICES (3 credits)
This course focuses on specific characteristics and behaviors of effective teachers. Course content will be derived from research on teaching and learning.
Prerequisite(s)/Corequisite(s): Graduate status

TED 8330 ANALYSIS OF TEACHER BEHAVIOR (3 credits)
This course is designed for educators who want to study, implement, reflect upon and share best practice. Candidates will examine the roles and responsibilities of teachers as educational leaders and assume a role in advancing the scholarship of teaching.

TED 8376 TEACHING AT THE MIDDLE LEVEL (3 credits)
This course will provide candidates with a variety of middle level teaching techniques and strategies in their classrooms that have been identified in current research literature as appropriate for the middle level. This course is designed to introduce candidates to the unique characteristics of the middle student, school, curriculum, history, and philosophy. (Cross-listed with TED 4370).
Prerequisite(s)/Corequisite(s): TED 2300 or EDUC 2010.
TED 8390 CLASSROOM MANAGEMENT IN PRACTICE (3 credits)
This course will provide graduate students with a survey of general classroom management methods for classrooms. Candidates will enhance their understanding of three basic components of effective pedagogy: 1) proactive classroom management, 2) high-impact instructional strategies that impact student engagement and learning, 3) behavior management techniques that incorporate practice, feedback, research, and reflection.
Prerequisite(s)/Corequisite(s): Graduate standing

TED 8396 TEACHING AT THE MIDDLE SCHOOL (3 credits)
This course will provide candidates with a variety of middle level teaching techniques and strategies in their classrooms that have been identified in current research literature as appropriate for the middle level. (Cross-listed with TED 4390).
Prerequisite(s)/Corequisite(s): Junior standing, TED 4370, EDUC 2510, EDUC 2520, EDUC 2524

TED 8410 IMPROVEMENT OF INSTRUCTION: SPECIAL TOPICS (3 credits)
This course provides an in-depth study of instructional theory, research, and methodology designed to extend teachers’ professional knowledge base and enhance their pedagogical skills. When offered, a course may be limited to improvement of instruction in a selected subject area. (Cross-listed with STEM 8410).
Prerequisite(s)/Corequisite(s): Graduate standing.

TED 8420 TRENDS AND TEACHING STRATEGIES IN SCIENCE EDUCATION (3 credits)
This course is designed for the graduate candidate in the Department of Teacher Education whose study program emphasis is in the area of science education. The course will describe and analyze past and present trends in science education, including curricula, teaching-learning strategies, the laboratory and instructional materials. The course focus will be K-12 and as such is meant to serve both elementary and secondary graduate candidates. (Cross-listed with STEM 8420).

TED 8430 SCHOOL CURRICULUM PLANNING (3 credits)
This course is designed to provide advanced degree candidates with an understanding of the theory, principles, and practices utilized in curriculum planning in American schools. This course focuses on the principles and practices of effective curriculum planning and teachers’ part in these processes as curriculum developers. (Cross-listed with STEM 8430).

TED 8470 TEACHING THE LANGUAGE ARTS (3 credits)
This course is designed to enhance candidates’ knowledge of best practices in teaching reading, writing, listening, and speaking. Candidates will learn about research supported appropriate language arts instruction strategies and assessments. This course will inform graduate students as dedicated practitioners, reflective scholars, and responsible citizens who can meet the challenges of their professions in a changing world.

TED 8480 FOUNDATIONS OF BILINGUAL EDUCATION (3 credits)
This course is designed to give future and current teachers a thorough understanding of the theoretical, political, historical, and practical foundations of bilingual/multicultural education in the United States. As dedicated practitioners, reflective scholars, and responsible citizens, graduate students will have knowledge of factors that contribute to effective multilingual and multicultural learning environments that promote individual and societal bilingualism. Advanced Spanish language proficiency required.
Prerequisite(s)/Corequisite(s): Graduate status

TED 8490 SPANISH LANGUAGE ARTS (3 credits)
This course is designed to reinforce first and second language acquisition theory as it relates to dual immersion settings. Best practices for developing and reinforcing bilingualism and biliteracy are presented and used for planning and delivering instruction. Spanish fluency is required for the course.
Prerequisite(s)/Corequisite(s): Graduate status required for graduate students pursuing the bilingual education endorsement and concentration (does not lead to a Nebraska Department of Education teaching endorsement). Advanced Spanish language proficiency required.

TED 8510 AEROSPACE EDUCATION WORKSHOP (3 credits)
This course will focus on aviation and space education and its impact on society. It will seek to communicate knowledge, impart skill, and develop attitudes relative to the scientific, engineering and technical as well as the social, economic and political aspects of aviation and space flight efforts. (Cross-listed with AVN 8510, STEM 8510).
Prerequisite(s)/Corequisite(s): Graduate standing.

TED 8520 SCHOOL LIBRARY CAPSTONE (3 credits)
Candidates will gain direct experience and an understanding of the theories, concepts and activities integral to public services, technical services, and the administration in a 21st Century library and information agency at an assigned field site. Candidates will demonstrate the ability to plan, develop, and implement programming and services for patrons and diverse learners in their schools and communities.
Prerequisite(s)/Corequisite(s): There are no course prereqs for the Capstone Practicum but candidates must be in the final 2 semesters of their library media program & must complete an application for the Practicum the semester prior to their practicum. Not open to non-degree grads.

TED 8530 INSTRUCTIONAL DESIGN STRATEGIES FOR STEM EDUCATORS (3 credits)
This course is designed to provide graduate candidates with the opportunity to enhance interdisciplinary instructional strategies, curricular understanding, and lesson preparation in the areas of science, technology, engineering, and mathematics (STEM) through analysis and reflective practices in STEM. This course provides hands-on experiences that model STEM integration techniques, including how to effectively engage with community agencies and partners to bring STEM into the classroom. Teacher professionals will be provided with tools, resources, and strategies to help them explore and enhance current, new, or supplemental curriculum activities that will enhance STEM learning, student engagement, and motivation. (Cross-listed with STEM 8530).
Prerequisite(s)/Corequisite(s): Graduate Standing

TED 8540 INTRO TO TECHNOLOGY TOOLS FOR LEARNING (3 credits)
This course is designed to help educators become comfortable and competent with infusing a wide variety of computer-mediated educational technologies into the learning environments of the students with whom they work, as well as become familiar with philosophical, psychological and sociological notions of the impacts of computer applications upon social institutions, such as schools.
TED 8550 DIGITAL MULTI-MEDIA IN LEARNING (3 credits)
This course provides participants with an introduction to the use of multimedia for teaching and learning. Participants will research and share the current knowledge base on the issues and effectiveness of various media learning programs, gain experience with multimedia applications, create multimedia learning materials, evaluate existing multimedia learning opportunities and articulate personal principles concerning multimedia instruction and learning.
Prerequisite(s)/Corequisite(s): This course requires a permit for registration. Please contact Dr. Becky Pasco at rpasco@unomaha.edu for more information.

TED 8560 SUPPORTING INSTRUCTIONAL TECHNOLOGY ENVIRONMENTS (3 credits)
This course is designed for educators who wish to become better advocates of technology integration in the classroom and/or to become a Technology Coordinator or Educational Technician in all curricular areas and all grade levels. Course candidates will learn to use problem-solving skills to evaluate and implement strategies to keep technology up to date, effectively use technology in the classroom, and properly manage technology in a school setting.
Prerequisite(s)/Corequisite(s): This course requires a permit for registration. Please contact Dr. Becky Pasco at rpasco@unomaha.edu for more information.

TED 8570 INTERNET IN THE LEARNING PROCESS (3 credits)
This course is designed to help educators actively explore instructional implementations of Internet use appropriate for use in K-12 classrooms, successful diffusion of Internet innovations in educational environments, and emerging multicultural "breaking down the walls of the classroom" concepts available to educators through Internet use.

TED 8580 COLLABORATION TOOLS IN THE LEARNING PROCESS (3 credits)
This course is designed to help educators design, author, and utilize collaborative web-based instructional materials that will implement active learning and will be appropriate for use in K-12 classrooms.
Prerequisite(s)/Corequisite(s): TED 8570 or equivalent

TED 8596 TEACHING AND LEARNING IN DIGITAL ENVIRONMENTS (3 credits)
This course introduces technology and technical literacies required of educators and information specialists in 21st Century libraries and classrooms. Course topics include information literacy, instructional design in digital environments, Web page design and construction, social networking and learning, and academic integrity. (Cross-listed with TED 4590).

TED 8600 ADVANCED SEMINAR IN EDUCATIONAL TECHNOLOGY (1-3 credits)
This is a variable content course focusing on selected advanced topics in educational technology. Course topics will include such subjects as optical technologies, robotics, distance education, and virtual realities. The course may be taken more than once for credit, provided that the topics differ, with a maximum of 6 credit hours.

TED 8610 TEACHING OF WRITING THROUGHOUT THE CURRICULUM (3 credits)
This course is designed to enhance candidates' knowledge of best practices in teaching writing. Candidates will learn about research supported appropriate writing instruction strategies and assessments. Candidates will be writing extensively throughout the course as they examine the varied ways writing genres extend throughout the curriculum. This course will inform candidates as dedicated practitioners, reflective scholars, and responsible citizens who can meet the challenges of their professions in a changing world.
Prerequisite(s)/Corequisite(s): Graduate status.

TED 8620 ADVANCED SUPPORT OF INSTRUCTIONAL TECHNOLOGY ENVIRONMENTS (3 credits)
This course is designed for P-12 educators who wish to become better advocates of technology integration or become technology coordinators or school technicians. Course enrollees will evaluate and implement advanced strategies to keep technology up to date, effectively use technology, and properly manage technology in a school setting.
Prerequisite(s)/Corequisite(s): TED 8560

TED 8650 CHILDREN'S LITERATURE AND EDUCATION (3 credits)
Candidates in this graduate course will explore story, poetry, drama, and informational materials for elementary students with an emphasis on methods for including literature in school curricula with an awareness of diverse children's lives, discourses, and understandings. Examines current issues, recent materials, and the theoretical and research base of this field to develop meaningful and creative learning, literacy, and library experiences for children.

TED 8660 YOUNG ADULT LITERATURE (3 credits)
This course extends candidates' knowledge of literature for young adults. The course addresses current trends in the genre and engages candidates in activities that support pedagogies in basic, visual, information and cultural literacies.
Prerequisite(s)/Corequisite(s): Graduate status

TED 8690 SPECIAL TOPICS IN ECONOMICS EDUCATION (1-3 credits)
This course focuses on instructional innovations in K-12 economics education, i.e. economic issues, new teaching strategies, and innovative curriculum materials. In addition to learning about these issues, strategies, and materials, candidates develop plans for introducing them into their classrooms and assessing the impact of these instructional innovations. Not open to economics majors. (Cross-listed with ECON 8690).
Prerequisite(s)/Corequisite(s): Not open to economics majors. Permission of the course instructor.

TED 8695 LITERACY AND LEARNING (3 credits)
This course examines ways in which reading and writing can facilitate student learning in content areas studies (e.g., science, social studies, physical education, art, music, and math). The main focus is on teaching practices that engage students and contribute to their learning, integrating their background knowledge and cultural experiences with content area literacy. (Cross-listed with TED 3690).
Prerequisite(s)/Corequisite(s): EDUC 2510 or EDUC 2520 or TED 2400; co-requisite TED 3550.
TED 8700 ELEMENTARY EDUCATION CAPSTONE COURSE (3 credits)
This course is designed as a required, final capstone course for Elementary Education graduate students to be taken in the last nine hours of the Master of Science program. A grade of B or better must be received in TED 8700 to show satisfactory completion of the course and for program completion.
Prerequisite(s)/Corequisite(s): TED 8010 and permission of the Elementary Education Program Chair. Not open to non-degree graduate students.

TED 8710 RESEARCH AND INQUIRY (3 credits)
Candidates will demonstrate an understanding of the theories, concepts and activities integral to reference resources and services in 21st Century libraries and information agencies. Candidates will demonstrate an understanding of effective search strategies and efficient use of both print and digital resources, design and promote information literacy instruction that is developmentally appropriate, and understand the legal and ethical responsibilities integral to positive and proactive reference services for patrons and diverse learners.

TED 8726 SPECIAL LIBRARIES AND INFORMATION AGENCIES (3 credits)
Candidates will demonstrate an understanding of the major types of 21st Century special libraries and information agencies. Candidates will demonstrate an understanding of social and political environments, clientele, services, collections, physical settings, financing and staffing, and future trends in the special libraries and information agencies. (Cross-listed with TED 4720).

TED 8746 ORGANIZATION OF INFORMATION (3 credits)
Candidates will demonstrate a basic understanding of the theories, concepts and activities of descriptive and subject cataloging and classification procedures of information resources in 21st Century libraries and information agencies. (Cross-listed with TED 4740).

TED 8756 ADVANCED CATALOGING AND CLASSIFICATION (3 credits)
Candidates will demonstrate an understanding of the theories, concepts and activities of descriptive and subject cataloging of non-book materials (including serials and digital resources) in 21st Century libraries and information agencies using the Library of Congress and Dewey Decimal classification schemes and Library of Congress subject headings. (Cross-listed with TED 4750).
Prerequisite(s)/Corequisite(s): TED 8746

TED 8760 MANAGING COLLECTIONS IN LIBRARIES AND INFORMATION AGENCIES (3 credits)
Candidates will demonstrate an understanding of the theories, concepts and activities integral to proactive collection management in 21st Century libraries and information agencies. Candidates will demonstrate an understanding of community analysis, collection analysis, and the ability to conduct critical evaluations of a diverse array of information resources.

TED 8770 INTEGRATING TECHNOLOGY INTO INSTRUCTIONAL DESIGN (3 credits)
The purpose of this course is to introduce participants to effective methods for the integration of educational media into instructional design, thereby further developing themselves as dedicated practitioners, reflective scholars and community leaders. The course provides participants (1) knowledge of broad instructional design theories and models with a concentration on constructivism, (2) experience in designing instruction that effectively integrates technology into the teaching-learning process, and (3) experience in producing instructional media. The course is intended to provide fundamentals in the selection, evaluation, production, application and utilization of educational media. This course is designed for in-service library media or instructional technology specialists as well as regular classroom teachers. It is also useful for others interested in learning about the various types and applications of educational media.
Prerequisite(s)/Corequisite(s): Graduate status

TED 8800 MULTICULTURAL LITERATURE FOR CHILDREN AND YOUTH (3 credits)
This is designed as a graduate-level course dealing with utilization of literary materials representing authors and content from multiple perspectives, particularly authors whose cultural and ethnic backgrounds differ from the mainstream.

TED 8806 LEADERSHIP AND MANAGEMENT IN LIBRARIES (3 credits)
Candidates will demonstrate an understanding of the concepts and activities integral to leading and managing 21st Century libraries and information agencies. Candidates will demonstrate an understanding of leadership principles and management strategies that engage policies and procedures in support of the personal, academic and professional information needs for a diverse array of patrons and stakeholders. (Cross-listed with TED 4800).
Prerequisite(s)/Corequisite(s): Graduate status or non-degree graduate student

TED 8810 STEM IN EARLY CHILDHOOD EDUCATION: CURRICULUM AND RESEARCH (3 credits)
This course will explore theoretical and foundational pedagogical strategies in early childhood education used to deliver integrative STEM education in the preK-12 setting. In order to understand the research and practice of STEM disciplines in preK-12, it is necessary to examine the social, cultural, political, and functional aspects that influence them. Candidates will investigate the nature of STEM education, Early Childhood Education (ECE) pedagogy and perspectives of learning, content knowledge and dispositions for educators of STEM topics, and issues of access and equity for STEM education through literature, discussion, and practice. This course includes a community outreach component in which candidates will use qualitative methods to observe class topics in public settings. (Cross-listed with STEM 8810)
Prerequisite(s)/Corequisite(s): Graduate status

TED 8816 PRINCIPLES AND PHILOSOPHY OF INTEGRATING CAREER AND ACADEMIC EDUCATION (3 credits)
This course presents the philosophies and principles/practices underlying how schools can better prepare students for the workplaces of the future with emphasis on the integration of career education within broader academic preparation. The roles and responsibilities of teachers, counselors, and administrators in implementing integrated approaches will be examined. (Cross-listed with TED 4810).
TED 8820 CAPSTONE IN STEM EDUCATION (3 credits)
This course will prepare graduate students for the integration, articulation, and differentiation of curriculum and instruction in and between the STEM core areas of Science, Technology, Engineering, and Mathematics. Special emphasis will be on using the STEM core content to help provide applications and context to existing science and mathematics curriculum and instruction and on providing leadership in developing curriculum for mathematics and science dependent courses in engineering and technology.
Prerequisite(s)/Corequisite(s): The student must be enrolled in one of the following concentrations: STEM, mathematics, science, technology; and be enrolled in the last six hours of their program of study. Not open to non-degree graduate students.

TED 8840 ENGINEERING EDUCATION EXTERNSHIP (3 credits)
This graduate course will address the best practice of effective teaching and learning in Engineering Education through professional collaboration between K-12 STEM (Science, Technology, Engineering, and Mathematics) teachers and practicing engineering professionals. K-12 STEM teachers, as graduate students in the course, will learn about and address real-world applications and career opportunities in STEM education through the externship. K-12 STEM teachers will research and develop authentic, experiential learning opportunities and projects for the classroom through course supports associated with lecture, discussion, and partnerships with practicing engineering professionals. The externship will be integral to the K-12 STEM teachers’ experiences and work in this course, as the course models effective professional collaboration founded on experience, knowledge, and skills to achieve a curriculum enhancement goal. K-12 STEM teachers’ project-development work will align closely with current national and Nebraska science, technology, and mathematics standards as well as with the interdisciplinary context of STEM instruction, through the instructional lens and context of utilizing the engineering design process.
(Cross-listed with STEM 8840)
Prerequisite(s)/Corequisite(s): Graduate status. Not open to non-degree graduate students.

TED 8850 PROFESSIONAL COLLABORATION (3 credits)
This course is designed to prepare candidates to work in collaboration with other professionals and parents to create a learning environment that enhances the potential for academic success and improvement of instructional practices. The focus will be on collaborative problem solving.
(Cross-listed with SPED 8980).
Prerequisite(s)/Corequisite(s): Admission to Graduate College.

TED 8856 COORDINATION TECHNIQUES IN VOCATIONAL EDUCATION (3 credits)
This course reviews responsibilities and techniques of coordination for the vocational teacher-coordinator and/or vocational coordinator, with special emphasis on administration of the part-time cooperative program and analysis of the laws and regulations governing this program. (Cross-listed with TED 4850).

TED 8860 INVENTION & INNOVATION IN ENGINEERING EDUCATION (3 credits)
This course will address emerging trends in STEM education for in-service K-12 STEM teachers with a focus on the use of engineering education practices in teaching and learning content. STEM teachers will receive applicable, hands-on, classroom-ready experiences through lecture, professional instruction, and projects that will emphasize product design and creation through the Engineering Design Process. The Engineering Design Process will be central to the candidates’ experiences in this course and will be used by the candidates to develop curriculum utilizing emerging trends to supplement current course content and standards. Interdisciplinary planning will be central to the course. (Cross-listed with STEM 8860).
Prerequisite(s)/Corequisite(s): Graduate status is required.

TED 8880 LEADERSHIP IN EARLY CHILDHOOD EDUCATION (3 credits)
This course seeks to prepare candidates with leadership skills in the early childhood field that will empower them to initiate and implement changes in programs serving young children and families. Candidates will explore and apply frameworks of leadership and analyze policy, governance, and power structures that can impact change. Candidates will also learn effective advocacy skills to positively influence policies and practices in program and governance structures. Lastly, candidates will examine approaches for developing new leaders in early childhood education through reflective supervision and mentorship.
Prerequisite(s)/Corequisite(s): Graduate status.

TED 8900 SECONDARY EDUCATION GRADUATE CAPSTONE (3 credits)
The Secondary Education Graduate Capstone course provides candidates with an opportunity to apply the knowledge, skills, and dispositions acquired during their program to content specific synthesis activities in their respective disciplines. Candidates will demonstrate their ability to integrate information from program coursework in the design, development and presentation of a final capstone project related to teaching and learning in 21st Century educational environments.
Prerequisite(s)/Corequisite(s): 30 credit hours towards degree completion; Permission required by Program Advisor. Not open to non-degree graduate students.

TED 8970 INDEPENDENT STUDY (1-3 credits)
This is a specially designed course taken under the supervision of a graduate faculty member to accommodate the student who has identified a focus of study not currently available in the departmental offerings and who has demonstrated capability for working independently.
Prerequisite(s)/Corequisite(s): Permission of Department and Graduate Faculty member.

TED 8980 PRACTICUM: VARIOUS CONTENT AREAS (1-6 credits)
This course is designed to provide school professionals with a guided, supervised, field experience that will develop and enhance the knowledge, skills, and dispositions requisite of a successful educational practitioner.
Prerequisite(s)/Corequisite(s): Prerequisites for the course will vary, depending on the content/discipline area. See syllabus for specific discipline area.

TED 8990 THESIS (1-6 credits)
This course is an independent research project completed under the direction of a thesis advisor and required of all candidates pursuing a Master of Science with Thesis option.
Prerequisite(s)/Corequisite(s): Completion of Selective Retention and approval of advisor. Not open to non-degree graduate students.
TED 9100 THEORIES, MODELS, AND PRACTICES OF LITERACY (3 credits)
This course develops a framework about the theories, models, practices, processes, and related research associated with literacy. The content looks across grade levels and student populations, and across social and cultural contexts in an examination of factors that impact theories and processes of literacy.
Prerequisite(s)/Corequisite(s): Graduate status.

TED 9110 PRINCIPLES AND PRACTICES FOR TEACHING READERS (3 credits)
This graduate course for both elementary and secondary teachers is open to any candidate who has graduate standing in education. The purpose of the course is to develop a broad understanding of the reading process as well as materials and instructional strategies that support students who are emerging, developing, and maturing as readers in all areas of the curriculum.

TED 9130 ASSESSMENTS AND INTERVENTIONS - ELEMENTARY (3 credits)
This course is designed for graduate candidates enrolled in the Literacy Masters or Reading Specialist endorsement program. The purpose of this course is to develop an understanding of theory and research as it relates to assessment and evaluation and instructional approaches that support reading development. This knowledge is applied through a practicum experience with elementary students in which candidates integrate knowledge and practices related to assessment and evaluation of readers' strengths and needs.

TED 9140 ASSESSMENT AND INTERVENTION - SECONDARY (3 credits)
This course is designed for graduate candidates in literacy endorsement and Master's programs. The purpose of this course is to develop an understanding of theory and research as it relates to assessment and evaluation and instructional approaches as they relate to reading difficulties among middle and high school students. Included in this course is knowledge about the role and responsibility of a literacy leader as it relates to coaching, mentoring, supervision, and evaluation of a reading program. Application of this information is demonstrated through a practicum experience with middle and high school students in which candidates integrate knowledge and practices related to assessment and evaluation of readers' strengths and needs.

TED 9180 LITERACY RESEARCH SEMINAR (3 credits)
This course will develop advanced degree candidates' understanding and ability to critically examine current literacy research through work with (1) scientific methods of quantitative and qualitative research (2) discussion of historical trends in literacy research, (3) designs, methods, and tools of research, and (4) reviewing and critically examining current research studies in literacy. These examinations will be conducted from the perspectives of knowledge about literacy processes, classroom practice, and influence of previous research results. Teacher candidates will apply these issues in an action research project they design.

TED 9190 LITERACY GRADUATE CAPSTONE (3 credits)
This course is designed to help Literacy Masters students synthesize the knowledge gained from the program in order to serve as literacy leaders within the complex organizations of classrooms, schools, and school districts. In this course students will integrate their learning across the program in order to organize their future activities in teaching, leadership, advocacy, and engagement opportunities in ways that honor the interrelationships among classroom, school, sociocultural and economic contexts. They will prepare to engage with all literacy education stakeholders in cutting edge, innovative ways that advance both the learning of PK-12 students and the literacy education field.
Prerequisite(s)/Corequisite(s): This course is designed as a capstone event. Accordingly, students must have no more than 6 additional remaining credit hours of coursework. Permit to enroll required.

TED 9200 CRITICAL PEDAGOGY: TEACHING FOR SOCIAL JUSTICE (3 credits)
This course examines ways in which ideology, power, and culture intersect in P-12 educational settings. Undemocratic, inequitable, and oppressive structures are identified. Possibilities for democratic, equitable transformations are proposed.
Prerequisite(s)/Corequisite(s): Graduate status