Teacher Education

Teacher Education at UNO is dedicated to your success and the success of our region’s children and teens. As an undergraduate student you will receive one-on-one guidance from an instructional coach who will give you meaningful feedback on your skills as you practice teaching in one of our many partner schools. This process will prepare you for the clinical practice experience and the real world of teaching upon graduation. As a graduate student in one of our award-winning programs, you’ll experience blended learning with distance friendly classes taught by professors with PK-12 classroom experience.

Whether you want to teach kindergarten or high school math, whether you are a first year student or an experienced educator seeking more skills, you will benefit from the unique network of support offered by our department, UNO and the schools of our city. You will receive the opportunities you need and the support you can rely on to become a dedicated practitioner, a reflective scholar and a responsible citizen.

The Educator Preparation Programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Nebraska State Department of Education. The Library Science/School Librarian Program is nationally recognized by the American Association of School Librarians (AASL) / American Library Association (ALA).

Other Information

Admissions

The teacher preparation program is called BRIDGES which stands for Building Relevant, Integrated, Developmentally Guided Experiences for Students.

Students interested in becoming teachers must formally apply for admission to the Educator Preparation Program (EPP).

Admission policies can be found on the college website at https://www.unomaha.edu/college-of-education/student-services/academics/admissions-teacherprep.php . Deadlines for applying are October 1 for spring semester; and March 1 and June 1 for fall semester.

All students accepted into the Educator Preparation Program must complete a background check. The background check must be conducted in the time frame and by the vendor determined by the College of Education. The student is responsible for the cost of the background check.

Upon initial admission to educator preparation, all students are required to purchase LiveText, a web-based interface that documents progress in regard to program standards.

Application for Admission to Educator Preparation Program (EPP)

Step 1:

The following requirements must be met prior to submitting an Initial Application to the Educator Preparation Program (EPP).

• Admission to UNO
• Completion of UNO’s General Education Fundamental Academic requirements, or their transfer equivalents. These include English Composition I (ENGL 1150 or ENGL 1154), ENGL Composition II (ENGL 1160 or ENGL 1164); Communication Studies CMST 1110 or CMST 2120; and Intermediate Algebra MATH 1310 or placement beyond MATH 1310 through the Math Placement Examination or Math ACT score.
• Enrollment in MTCH 2000 (for elementary education majors).
• Established cumulative University of Nebraska System GPA of 2.50 or higher (12+ credit hours in the NU system)
• Completion, or in progress at the time of application, of TED 2100, TED 2200.

Grades must be posted before the application packet is submitted: fall semester grades for March 1 deadline, spring semester grades for June 1 deadline, and summer semester grades for October 1 deadline.

NOTE: The Praxis I - CORE Academic Skills for Educators test is strongly recommended but not required for Initial Application to EPP.

Step 2:

The following requirements must be met for Formal Admission to the Educator Preparation Program (EPP).

• Established cumulative University of Nebraska System GPA of 2.75 or higher
• Completion of TED 2100, TED 2200, TED 2300 and TED 2400 with a grade of “C” or better
• Meet or exceed the minimum score requirements on all sections of the Praxis I-CORE Academic Skills for Educators Test. (Reading – 156, Writing – 162, Mathematics -150)

NOTE: The official Praxis I – CORE scores must be on file in the College of Education Office of Student Services at the time of Formal Admission.

The Office of Academic Advising will verify GPA requirements, Praxis I - CORE scores and passing grades for coursework. Students who are admitted to the Educator Preparation Program, but do not pass TED 2100-2400 with a grade of “C” or better and/or the Praxis I-CORE, will not be permitted to continue in the Educator Preparation Program course sequence until such grade(s) and score(s) are received.

GPA Requirements (UNO Students)

• Currently enrolled UNO students with 12 or more credit hours in the Nebraska System (UNK, UNL, UNO) must have a minimum cumulative GPA of 2.50 for Initial Application and a minimum cumulative GPA of 2.75 for Formal Admission.

• GPA Requirements (Transfer Students)

Transfer students with 12 or more credit hours in the Nebraska System (UNL, UNK, UNO) must have a minimum cumulative NU system GPA of 2.50 for all attempted coursework for initial application and a minimum cumulative NU system GPA of 2.75 for formal admission.

Praxis II Content Test:

All educator preparation candidates seeking certification are required to take a Praxis II content test in each endorsement area of their preparation prior to being awarded initial teacher certification through the Nebraska Department of Education (NDE). It is recommended that candidates take the Praxis II content test the semester prior to their clinical practice semester.

This link (http://www.ets.org/praxis/ne/requirements) will take you to the ETS website page for the Nebraska Department of Education requirements. The page lists the Nebraska requirements for each endorsement area.

Professional Education Sequence

All candidates in programs leading to teacher certification must complete the courses that constitute the professional education sequence. The professional education sequence is composed of 15 credit hours organized into four courses of three credits each: TED 2100, TED 2200, TED 2300 and TED 2400.

TED 2100 and TED 2200 (Pre-professional Education Core) are open to all students on the UNO campus with a cumulative 2.5 GPA. TED 2200 meets the Nebraska Department of Education requirement for human relations. To enroll in the other professional education sequence courses (TED 2300 and TED 2400, candidates must have successfully applied to the Educator Preparation Program and must satisfy any other prerequisites listed for the
course. Candidates who receive a grade below "C", and "I" (incomplete), or a "W" (Withdraw) in a professional education sequence course may not continue in the professional course sequence until that grade is removed.

TED 2300 must be completed satisfactorily with a “C” or better prior to enrollment in TED 2400.

Note: Candidates, who receive a grade below “C” or an “I”; or who voluntarily withdraw from any practicum or field experience after being identified as a student in jeopardy; or who are withdrawn from any practicum or field experience must petition to continue in the program.

Professional Dispositions Statement
Teaching is a profession that requires its potential candidates to be individuals of integrity. Prospective teachers must be able to demonstrate that they are individuals of strong moral character who can make mature decisions for themselves and for the students whom they will teach. Teachers are responsible for the education, safety, and well-being of anyone in their charge. The University of Nebraska at Omaha College of Education prepares future teachers who show a high degree of moral character and the ability to act responsibly inside and outside the classroom. These individuals must be able to serve as representatives of the College and the University and must demonstrate the personal and professional dispositions of the teaching profession.

Inappropriate behaviors on the part of the candidates, which in the College’s reasonable judgment, violate the University’s Student Code of Conduct, establish a lack of integrity or moral/ethical character, or demonstrate conduct or patterns of behavior inconsistent with the personal and professional dispositions expected in the teaching profession, shall be sufficient grounds for 1) denial of admission to or enrollment in educator preparation programs, 2) dismissal or removal from programs, courses, observations, field experiences, practica, clinical practice, and similar field-based experiences, and 3) withholding institutional recommendation for certification. Such behaviors could be evidenced within the University or PK-12 school environment, outside the University or PK-12 school environment, and/or in an electronic or digital context. Displays or patterns of behaviors may be established by any credible means including, but not limited to, the facts surrounding a record of arrests or convictions or information obtained by the University directly from a school or district official. Teacher candidates should note that the College of Education must provide a recommendation for certification in order for a student to obtain his/her teaching certificate. Accordingly, inappropriate behaviors by candidates could jeopardize not only their educational goals at UNO but also their professional goals including the ability to become a certified teacher.

Candidates who exhibit inappropriate behaviors may be referred for a Conference of Concern to formally identify the unsuitable behaviors, recommend corrective action(s), and determine the candidate’s suitability for continuing in educator preparation. Candidates who have convictions outlined in the Nebraska Department of Education’s Rule 20, Section 005.07A, will be allowed to continue in the educator preparation program or referred for certification only through an appeal to the Commissioner or State Board of Education.

Note: In accordance with the Nebraska Department of Education, Rule 20, the following information must be provided to all persons who apply for admission to programs leading to teacher certification: Persons who have felony convictions or misdemeanor convictions involving abuse, neglect or sexual misconduct are automatically rejected by the Nebraska Department of Education for certification.

Field/Clinical/Practicum/Clinical Practice Experiences
As part of their educator preparation program, candidates are required to complete various field, clinical, practicum, and clinical practice experiences. In accordance with policies and procedures of the Nebraska Department of Education, and in compliance with the requests of cooperating school districts, no candidate will be permitted to participate in PK-12 classroom-based experiences (including clinical practice) until a signed statement of personal and professional fitness to teach has been completed. The statement of personal and professional fitness is required as part of the admission application to an educator preparation program.

Clinical Practice Policies
All candidates for Elementary, Middle grades, Special education, or Secondary teacher certification will be required to complete one semester of full-day clinical practice for a total of 12 credit hours. Candidates seeking an additional endorsement to the basic certificate will be required to complete additional clinical practice experiences in their endorsement area(s). Clinical practice experiences will be completed in identified, local, metropolitan, area schools where placement and supervision are arranged through the College of Education.

Admission to clinical practice is by application only. Application for clinical practice must be made in the fall or spring term preceding the clinical practice semester. Applicants cannot be considered for placement unless all application materials are submitted by the announced deadline:

September 15 for spring clinical practice and February 1 for fall clinical practice.

Candidates must have satisfactorily completed all required course work prior to clinical practice.

A minimum grade of C must be earned in all certification requirements, endorsements, and concentrations. All grades of incomplete and any grades below C in these specific requirements must be removed prior to clinical practice. Candidates are responsible for contacting their advisor regarding said grades.

Candidates must have a minimum cumulative GPA of 2.75 or higher in order to be eligible for clinical practice.

Special Note: Candidates who are withdrawn from any clinical practice experience, or who voluntarily withdraw after being identified as a candidate in jeopardy, must petition if they wish to continue in their professional preparation program.

Certification
Upon successful completion of all coursework and clinical practice, candidates are eligible to apply and be recommended for a State of Nebraska teaching certificate. Candidates should apply for the certificate in the semester they graduate. Information on application procedures can be obtained in the Office of Academic Advising and Field Experiences, Roskens Hall 204. You may also email unocertification@unomaha.edu

Contact:
Roskens Hall 212
6001 Dodge Street
Omaha, NE 68182-0163
402-554-3666

Website [http://www.unomaha.edu/college-of-education/teacher-education]

Degrees Offered
• Education, Bachelor of Science

Programs
• Elementary Education [http://catalog.unomaha.edu/undergraduate/college-education/teacher-education-department/education-elementary-bs]
• Library Science [http://catalog.unomaha.edu/undergraduate/college-education/teacher-education-department/education-library-science-bs]
• Secondary Education (http://catalog.unomaha.edu/undergraduate/college-education/teacher-education-department/education-secondary-bs)
• Early Childhood Inclusive (http://catalog.unomaha.edu/undergraduate/college-education/teacher-education-department/education-early-childhood-inclusive-bs)

Secondary Education Concentration
For more information...
and a complete listing of program requirements visit the College of Education website at http://www.unomaha.edu/college-of-education/teacher-education/

Endorsements Offered
Candidates seeking 6-12, 7-12 or P-12 certification must complete one of the endorsements below.

• Art (PK-12) Endorsement (http://catalog.unomaha.edu/undergraduate/college-education/teacher-education-department/art-k-12-endorsement)
• Biology (7-12) Endorsement (http://catalog.unomaha.edu/undergraduate/college-education/teacher-education-department/biology-7-12-endorsement)
• Business, Marketing, Information Technology (BMIT) (6-12) Endorsement (http://catalog.unomaha.edu/undergraduate/college-education/teacher-education-department/basic-business-6-12-endorsement)
• Chemistry (7-12) Endorsement (http://catalog.unomaha.edu/undergraduate/college-education/teacher-education-department/chemistry-7-12-endorsement)
• Secondary English (7-12) with ESL Supplemental Endorsement (http://catalog.unomaha.edu/undergraduate/college-education/teacher-education-department/secondary-english-7-12-esl-supplemental-endorsement)
• Secondary English (7-12) with Inclusive Practices Endorsement (http://catalog.unomaha.edu/undergraduate/college-education/teacher-education-department/secondary-english-7-12-inclusive-practices-endorsement)
• Secondary English (7-12) with Additional Subject Endorsement (http://catalog.unomaha.edu/undergraduate/college-education/teacher-education-department/secondary-english-7-12-additional-subject-endorsement)
• World Language - French (7-12) Endorsement (http://catalog.unomaha.edu/undergraduate/college-education/teacher-education-department/world-language-french-7-12-endorsement)
• World Language - German (7-12) Endorsement (http://catalog.unomaha.edu/undergraduate/college-education/teacher-education-department/world-language-german-7-12-endorsement)
• Language Arts/English (7-12) Endorsement (http://catalog.unomaha.edu/undergraduate/college-education/teacher-education-department/language-arts-english-7-12-endorsement)
• Mathematics (6-12) Endorsement (http://catalog.unomaha.edu/undergraduate/college-education/teacher-education-department/mathematics-6-12-endorsement)
• Middle Level (5-9) Endorsement (http://catalog.unomaha.edu/undergraduate/college-education/teacher-education-department/middle-grades-5-9-endorsement)
• Music (P-12) Endorsement (http://catalog.unomaha.edu/undergraduate/college-education/teacher-education-department/music-p-12-endorsement)
• Physics (7-12) Endorsement (http://catalog.unomaha.edu/undergraduate/college-education/teacher-education-department/physics-7-12-endorsement)
• Physical Education (P-6, 7-12) Endorsement (http://catalog.unomaha.edu/undergraduate/college-education/teacher-education-department/physical-education-p-6-7-12-endorsement)
• World Language - Spanish (7-12) Endorsement (http://catalog.unomaha.edu/undergraduate/college-education/teacher-education-department/world-language-spanish-7-12-endorsement)

Dual Endorsement Programs Offered
Candidates may elect to complete a second endorsement as part of their secondary education program. These dual endorsements require two semesters of clinical practice (student teaching) and result in two teaching endorsements on the Nebraska teaching certificate. The following dual endorsements are available.

• Deaf/Hard of Hearing (7-12) Endorsement (http://catalog.unomaha.edu/undergraduate/college-education/teacher-education-department/deaf-hard-hearing-7-12-endorsement)
• Special Education (7-12) Endorsement (http://catalog.unomaha.edu/undergraduate/college-education/teacher-education-department/special-education-7-12-endorsement)
• School Librarian (PK-12) Endorsement (http://catalog.unomaha.edu/undergraduate/college-education/teacher-education-department/school-librarian-pk-12-endorsement)

Supplemental Endorsements Offered
Supplemental endorsements are content areas which can be added to a Nebraska teaching certificate in the presence of other earned endorsements. A supplemental endorsement cannot stand alone on an initial teaching certificate. The following supplemental endorsements are available.

• English as a Second Language (7-12) Endorsement (http://catalog.unomaha.edu/undergraduate/college-education/teacher-education-department/english-second-language-7-12-endorsement)
• Adapated Physical Education (PK-12) Endorsement (http://catalog.unomaha.edu/undergraduate/college-education/teacher-education-department/adapted-physical-education-pk-12-endorsement)
• Coaching (7-12) Endorsement (http://catalog.unomaha.edu/undergraduate/college-education/teacher-education-department/coaching-7-12-endorsement)
• Information Technology (PK-12) Endorsement (http://catalog.unomaha.edu/undergraduate/college-education/teacher-education-department/information-technology-pk-12-endorsement)

For more information...
and a complete listing of program requirements visit the College of Education website at https://www.unomaha.edu/college-of-education/student-services/certification/endorsements.php

TED 1010 INTRODUCTION TO EDUCATION (3 credits)
The course will provide an introduction to the education profession through career exploration and initial exposure to the dynamics of PK-12 classroom teaching. The course will provide an overview of ethics and professionalism, pre-service preparation, societal influences, classroom practices, and the governance structures which impact teachers and schools. The course has a required field experience.

Prerequisite(s)/Corequisite(s): Not open to non-degree graduate students.
TED 1100 INQUIRY-BASED THINKING IN STEM (3 credits)
This course provides students with hands-on science content experiences that model the inquiry-based thinking used in science, technology, engineering and mathematics careers. Students will undertake interdisciplinary science modules to understand prairie ecosystems and to study how living things (such as animals, plants, and microbes) interact with non-living things (such as water, soil, and energy) within a dynamic system. Students will study the prairie at UNO's Glacier Creek Preserve facility from an interdisciplinary perspective, investigating the geology, biology and chemistry of the prairie environment, while using information science to analyze data and model prairie systems.
Prerequisite(s)/Corequisite(s): Not open to non-degree graduate students.
Distribution: Natural/Physical Science General Education course

TED 2050 INTRODUCTION TO TEACHING ENGLISH AS A SECOND LANGUAGE (3 credits)
This course offers teacher candidates an introduction to the linguistic, social, political, and cultural factors that impact the teaching of English Language Learners (ELLs) entering the United States school system. As dedicated practitioners, reflective scholars, and responsible citizens, undergraduate students will study best practices for ELLs in the mainstream classroom that promotes language and cultural understanding among students and teachers.
Prerequisite(s)/Corequisite(s): Not open to non-degree graduate students.

TED 2060 EQUITY, LANGUAGE, AND CULTURAL LITERACY (3 credits)
This course explores the relationship among equity, language, and cultural literacy and its implications for programming and advocacy within school and community contexts. As dedicated practitioners, reflective scholars, and responsible citizens, undergraduate students study the impact these relationships have for historically underrepresented groups in the United States.
Prerequisite(s)/Corequisite(s): Not open to non-degree graduate students.

TED 2100 EDUCATIONAL FOUNDATIONS (3 credits)
The course will provide prospective teacher candidates with the philosophical, ethical, historical, and social foundations that will enable them to understand their role as dedicated practitioners, reflective scholars, and responsible citizens who can meet the challenges of their profession in a changing world. Also, the prospective teacher candidates will study and understand the national and state standards relevant to P-12 education and to teacher preparation in the USA. Each prospective candidate will acquire competency in using educational technologies such as Internet based course delivery systems, database software, and digital portfolios.
Prerequisite(s)/Corequisite(s): 2.50 GPA

TED 2160 INTRODUCTION TO LIBRARY SERVICES (3 credits)
This course introduces students to the discipline and profession of library and information science and to the wide array of information organizations whose purpose is to gather, organize, and transfer information to patrons in a diverse society.

TED 2200 HUMAN RELATIONS FOR BIAS-FREE CLASSROOMS (3 credits)
This course is designed to increase multicultural knowledge and positively impact the diversity disposition of prospective teacher candidates. It is also designed to help them become more aware of ways to motivate and positively impact the youths they will encounter in their future classrooms. Prospective teacher candidates will examine existing attitudes toward various groups by race, ethnicity, age, gender, disability, and social class with the goal of becoming dedicated practitioners, reflective scholars, and responsible citizens who can meet their professional responsibilities.
Prerequisite(s)/Corequisite(s): 2.50 GPA
Distribution: U.S. Diversity General Education course

TED 2250 INTRODUCTION TO EARLY CHILDHOOD EDUCATION (3 credits)
This course provides an overview of early childhood education programs with particular emphasis on programs for children birth to age five. Observations in preschool and child care programs and fourteen hours of field experience are required components of the course.

TED 2300 HUMAN GROWTH AND LEARNING (3 credits)
This course will examine human growth and learning from conception through adolescence. It will focus on how current educational practices and theories of development and learning impact and influence each other. The course includes field-based and laboratory experiences for the students.
Prerequisite(s)/Corequisite(s): Admission to Teacher Preparation. Not open to non-degree graduate students.

TED 2310 FAMILY-CENTERED PARTNERSHIPS (3 credits)
This course will examine the purposes and methods for developing family-centered partnerships for young children. Candidates will develop the skills necessary for the planning, designing, implementing, and evaluating effective family engagement in early childhood settings. Candidates will also explore characteristics of diverse families by engaging in service learning and exploring diverse settings in the community.
Prerequisite(s)/Corequisite(s): TED 2250

TED 2350 PLAY IN EARLY CHILDHOOD INCLUSIVE EDUCATION (3 credits)
The purpose of this course is to provide theoretical and empirical bases for observing and understanding children in play; an understanding of cognitive, social, and communicative stages related to developmental theory through play; and opportunity to consider biological, cultural, and environmental influences on children's play and development, as well as, plan play experiences for young children. This course is designed primarily to prepare early childhood inclusive education teachers to develop the knowledge, skills, and dispositions to understand and use play as part of early childhood education and care programming for all young children.
Prerequisite(s)/Corequisite(s): Not open to non-degree graduate students.

TED 2360 CHILDREN'S LITERATURE (3 credits)
This course focuses on children's literature as a significant component of a 21st Century educational environment through the use of multiple literacies, e.g., cultural, information, visual, and digital literacy strategies. An emphasis will be based on research-based literacy strategies and literature that supports culturally relevant teaching.
Prerequisite(s)/Corequisite(s): Admission to Teacher Preparation Program

TED 2400 PLANNING FOR EFFECTIVE TEACHING (6 credits)
The course provides an initial overview of lesson planning through an introduction to the concepts of standards, objectives, anticipatory sets, instructional strategies, assessments, and closure. The course also introduces culturally responsive teaching practices which are intentionally supportive of English Language Learners, students with disabilities, and students who live in poverty or other difficult circumstances. A practicum completed outside of scheduled class time is required. The practicum includes coaching support for the candidates.
Prerequisite(s)/Corequisite(s): TED 2300 or EDUC 2100, TED 2100 or EDUC 2020, & TED 2200 or EDUC 2030. Not open to non-degree graduate students.

TED 3000 SPECIAL PROJECTS (0-3 credits)
This course allows offerings with a broad (PK-12) multigrade application. Study is often field-based and is conducted as a short course, seminar, or special project.
TED 3050 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 8055).
Prerequisite(s)/Corequisite(s): TED 2300 (EDUC 2010) prior to or concurrent enrollment.

TED 3350 TEACHING AND ASSESSING READING IN ELEMENTARY SCHOOLS (6 credits)
This course provides an introduction to reading theories, effective instructional practices, and reading assessment and evaluation as they relate to improving K-6 student learning. It includes consideration of emergent and content area literacy, and students’ learning needs and cultures.
Prerequisite(s)/Corequisite(s): EDUC 2510 or EDUC 2520 or TED 2400; co-requisites of TED 4330 and TED 4340

TED 3550 SECONDARY CLASSROOM MANAGEMENT (3 credits)
This is a general methods course required of all candidates preparing to teach at the secondary level. Candidates will apply educational sequence competencies in understanding the characteristics of effective teachers by learning how to apply the three components of effective pedagogy: 1) use of instructional strategies, 2) use of classroom management strategies, and 3) effective classroom curriculum design. Candidates will also examine the changing role of the secondary school and selected professional issues in secondary education and be able to apply key ideas of classroom management. Candidates must demonstrate competencies related to performance in 7-12 classrooms. This is the third in a series of four required practicum experiences prior to the clinical practice semester.
Prerequisite(s)/Corequisite(s): EDUC 2510 or EDUC 2520 or TED 2400; co-requisite TED 3690

TED 3690 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 8695).
Prerequisite(s)/Corequisite(s): EDUC 2510 or EDUC 2520 or TED 2400; co-requisite TED 3550.

TED 3750 TEACHING GRAMMAR IN CONTEXT (3 credits)
This course is an analysis of the integration of grammar throughout the writing process and the most effective contexts for and means for teaching grammar. The emphasis is on the application in the secondary school English classroom, on the development of teaching materials for the classroom, and on appropriate methodology for grammar instruction.
Prerequisite(s)/Corequisite(s): EDUC 2510 or EDUC 2520 or TED 2400.

TED 4000 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 8006).
Prerequisite(s)/Corequisite(s): TED 3690 and TED 3550.

TED 4120 READING & WRITING IN ELEMENTARY CONTENT AREAS (3 credits)
This course is designed to enhance candidates’ knowledge of best practices in teaching reading and writing in the content areas (science, social studies, math, art, music). Candidates will learn about teaching practices that engage elementary students and contribute to their learning, integrating their background knowledge and cultural experiences with content area literacy. 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): EDUC 2510 or EDUC 2520 or TED 2400.

TED 4210 SOCIO-CULTURAL UNDERSTANDINGS OF INFANTS, TODDLERS, AND FAMILIES (3 credits)
This course will examine socio-cultural conceptions of infant and toddler-aged children. The influences of culture, social context, and socio-economic status on parental goals, beliefs and practices will also be covered.
Prerequisite(s)/Corequisite(s): Admission to the Early Childhood Inclusive major program and TED 2250. Not open to non-degree graduate students.

TED 4220 ADVANCED PRACTICUM IN EARLY CHILDHOOD EDUCATION (3 credits)
TED 4220 is an in-school guided practicum taken at the end of ECE program coursework. Candidates must demonstrate competencies related to performance in pre-kindergarten education. This is the last practicum course prior to the clinical practice semester.
Prerequisite(s)/Corequisite(s): Completion of ELEM/ECE undergraduate courses: TED 2250, TED 2310, TED 4250, TED 4260, TED 4280, TED 4290. Not open to non-degree graduate students.

TED 4250 GUIDANCE OF YOUNG CHILDREN (3 credits)
This course will provide an overview of social and emotional development of the young child and an investigation of effective and appropriate guidance techniques as they relate to ages three to eight. Candidates will explore relationship-based approaches to guiding children and building caring and trusting classroom communities.
Prerequisite(s)/Corequisite(s): TED 2250 and TED 2300 (EDUC 2010). Not open to non-degree graduate students.

TED 4270 CURRENT TRENDS IN EARLY CHILDHOOD EDUCATION (3 credits)
This course is designed for teacher candidates who are preparing to teach children from three to eight years of age, with particular emphasis on the language and literacy development of the young child and appropriate curriculum based on . Particular attention will be given to the role of the teacher as a dedicated practitioner in the early learning environment.
Prerequisite(s)/Corequisite(s): TED 2250 and TED 2300 or EDUC 2010. Not open to non-degree graduate students.
TED 4280 THE CREATIVE ARTS IN EARLY CHILDHOOD EDUCATION (3 credits)
This course prepares the early childhood teacher candidate on how to implement and use the creative and expressive arts in the classroom for developing conceptual understanding, building vocabulary, and assessing. **Prerequisite(s)/Corequisite(s):** TED 2250 and TED 2300 or EDUC 2010. Not open to non-degree graduate students.

TED 4290 INQUIRY IN EARLY CHILDHOOD SCIENCE AND MATHEMATICS EDUCATION (3 credits)
This course is designed to educate teacher candidates about developing early mathematics and science foundations in young children (ages 3-8) with emphasis on inquiry-based teaching, learning, and assessing strategies. **Prerequisite(s)/Corequisite(s):** TED 2250 and TED 2300 or EDUC 2010. Not open to non-degree graduate students.

TED 4310 ASSESSMENT AND CLASSROOM MANAGEMENT FOR THE ELEMENTARY TEACHER (3 credits)
TED 4310 studies assessment and classroom management principles, effective practices, and assessment and classroom management processes through the elementary curriculum. A practicum completed outside of scheduled class time is required. **Prerequisite(s)/Corequisite(s):** TED 3350, TED 4330 and TED 4340; Co-requisites: TED 4320 and TED 4350. Not open to non-degree graduate students.

TED 4320 TEACHING OF SOCIAL STUDIES: ELEMENTARY (3 credits)
This course is designed to prepare elementary teacher candidates with an introduction to the issues and methods related to teaching social studies to elementary students. An in-school guided practicum is associated with this course. Candidates must demonstrate instructional and professional competencies related to performance in PK-6 classrooms. This is the final practicum experience prior to the clinical practice semester. **Prerequisite(s)/Corequisite(s):** TED 3350, TED 4330 and TED 4340; corequisite TED 4350

TED 4330 TEACHING OF MATHEMATICS: ELEMENTARY (3 credits)
This course is designed to prepare elementary teacher candidates as mathematics education professionals at the elementary level. The course utilizes "hands-on" discussion and laboratory oriented activities where participants actively practice instructional topics and techniques related to the learning of mathematics at the elementary level. The course will further prepare pre-service elementary teachers to be dedicated practitioners, reflective scholars, and responsible citizens, who can meet the instructional challenges of their profession, as it relates to the student learning of mathematics in a modern and changing world. **Prerequisite(s)/Corequisite(s):** TED 3350, TED 4330 and TED 4340; Co-requisite TED 4340 and TED 4350.

TED 4340 TEACHING OF SCIENCE: ELEMENTARY (3 credits)
This course is designed to give the undergraduate elementary education candidate a survey of the content of science in the elementary and middle school and a study of the methods and techniques of teaching science. **Prerequisite(s)/Corequisite(s):** TED 2250 or EDUC 2520 or TED 2400; Co-requisite TED 4340 and TED 3350.

TED 4350 TEACHING OF READING AND LANGUAGE ARTS (6 credits)
This course is designed to prepare elementary teacher candidates as educators of reading and the other language arts. Teacher candidates will implement appropriate strategies and assessments in a practicum experience that demonstrate knowledge and dispositions appropriate for teaching reading and language arts to all students. This course will prepare preservice elementary teacher 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):** TED 3350, 4330 and 4340; Co-requisite of TED 4320

TED 4370 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 8376). **Prerequisite(s)/Corequisite(s):** EDUC 2010 or TED 2300.

TED 4390 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 8396). **Prerequisite(s)/Corequisite(s):** Junior standing, TED 4370, EDUC 2510, EDUC 2520, EDUC 2524

TED 4570 LIBRARY SCIENCE 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 public, academic and special libraries. **Prerequisite(s)/Corequisite(s):** There are no specific course prerequisites for the Capstone Practicum but students must be in the final two semesters of their Library Science Education Program.

TED 4590 TEACHING AND LEARING 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 8596).

TED 4600 CLINICAL PRACTICE AND SEMINAR: ELEMENTARY OR SECONDARY LEVEL (12 credits)
A supervised teaching experience under the direction of university faculty/ supervisor and a classroom teacher in the candidate’s teaching area. **Prerequisite(s)/Corequisite(s):** Candidates must complete all course work, have a minimum cumulative GPA of 2.75, and be accepted into Clinical Practice.

TED 4604 STUDENT TEACHING ORIENTATION: FIELD EXPERIENCE (0 credits)
This course provides an orientation to the clinical practice experience. **Prerequisite(s)/Corequisite(s):** Candidates must complete all course work, obtain a minimum overall (cumulative) gpa of 2.75, and have been accepted into Student Teaching.

TED 4610 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 extends 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):** EDUC 2510 or EDUC 2520 or TED 2400.

TED 4630 INSERVICE STUDENT TEACHING: ELEMENTARY AND SECONDARY (3 credits)
Designed as an additional student teaching experience for in-service teachers and students seeking certain additional certificates. Candidates must successfully complete an intermediate level field experience prior to student teaching. **Prerequisite(s)/Corequisite(s):** Permission. Application is made in the Office of Student Services.
TED 4640  K-12 STUDENT TEACHING AND SEMINAR: ELEMENTARY/SECONDARY (12 credits)
A supervised teaching experience designed for students seeking certification in art, music, physical education, and library media in the K-12 preparatory program.
Prerequisite(s)/Corequisite(s): Candidates must complete all course work and obtain a minimum overall (cumulative) consistent GPA of 2.75 and be accepted into student teaching.

TED 4644  CLINICAL PRACTICE ORIENTATION (0 credits)
This experience provides an introduction to clinical practice.
Prerequisite(s)/Corequisite(s): Candidates must have complete all course work, obtained a minimum overall (cumulative) consistent GPA of 2.75, and be accepted into Clinical Practice.

TED 4650  CLINICAL PRACTICE AND SEMINAR: ELEMENTARY OR SECONDARY LEVEL (6 credits)
A supervised teaching experience under the direction of university faculty/supervisor and a cooperating teacher in the candidate’s teaching area.
Prerequisite(s)/Corequisite(s): Candidates must complete all course work, have a minimum cumulative GPA of 2.75, and be accepted into Clinical Practice. Co-requisite of the course SPED 4700.

TED 4660  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.

TED 4710  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 4720  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 8726).

TED 4740  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 8746).

TED 4750  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 8756).
Prerequisite(s)/Corequisite(s): TED 4740

TED 4760  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 4800  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 8806).

TED 4810  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 8816).

TED 4850  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 8856).

TED 4980  SPECIAL STUDIES (1-3 credits)
A series of intensive courses for undergraduate candidates, scheduled as regular seminars or classes, according to purpose.
Prerequisite(s)/Corequisite(s): Permission