

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.

Accreditation

For program accreditation information, please refer to this table (<http://catalog.unomaha.edu/undergraduate/college-education/>).

Other Information

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 three courses of three credits each and one course of six credits: TED 2100, TED 2200, TED 2300 or TED 2380 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 or TED 2380 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", "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

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, Health, and Human Sciences 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, Health, and Human Sciences 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 level, 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, Health, and Human Sciences.

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 coursework 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 may be recommended for a State of Nebraska teaching certificate. Candidates may be recommended to NDE once all holds with UNO are cleared. If a candidate applies for certification 5 years or more after completing all coursework and clinical practice, a review is required to determine if more coursework is needed.

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:

212 Roskens Hall
6001 Dodge Street
Omaha, NE 68182-0163
402.554.3666

Website (<http://www.unomaha.edu/college-of-education/teacher-education/>)

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 (<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 (EPP) 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, Health, and Human Sciences. The student is responsible for the cost of the background check.

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 English Composition I or its transfer equivalents: ENGL 1150 (<https://catalog.unomaha.edu/search/?P=ENGL%201150>) or ENGL 1154 (<https://catalog.unomaha.edu/search/?P=ENGL%201154>) (C- or higher)
- Completion or current enrollment in UNO's courses or their transfer equivalents:
 - ENGL Composition II (ENGL 1160 (<https://catalog.unomaha.edu/search/?P=ENGL%201160>) or ENGL 1164 (<https://catalog.unomaha.edu/search/?P=ENGL%201164>)) (C- or higher) and
 - Communication Studies (CMST 1110 (<https://catalog.unomaha.edu/search/?P=CMST%201110>) or CMST 2120 (<https://catalog.unomaha.edu/search/?P=CMST%202120>)) (C- or higher) and
 - Quantitative Literacy (MATH 1120 (<https://catalog.unomaha.edu/search/?P=MATH%201120>), MATH 1130, MATH 1300, STAT 1530, or STAT 1100) (C- or higher) or proficiency through Math ACT score, and
 - Foundations of Education: TED 2100 (<https://catalog.unomaha.edu/search/?P=TED%202100>) (C or higher), and
 - Human Relations: TED 2200 (<https://catalog.unomaha.edu/search/?P=TED%202200>) (C or higher).
- Established cumulative University of Nebraska System GPA of 2.50 or higher (12+ credit hours in the NU system)

Enrollment in classes must be posted before the application packet is submitted:

- Fall semester grades and spring enrollment for March 1 deadline
- Spring semester grades and summer enrollment for June 1 deadline
- Summer semester grades and fall enrollment for October 1 deadline

For any in-progress classes, final grades will be checked. Students who do not meet minimum grade requirements or minimum GPA requirements cannot begin the Educator Preparation Program until the minimum grade is achieved.

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 (<https://catalog.unomaha.edu/search/?P=TED%202100>), TED 2200 (<https://catalog.unomaha.edu/search/?P=TED%202200>), TED 2300 (<https://catalog.unomaha.edu/search/?P=TED%202300>) or TED 2380 and TED 2400 (<https://catalog.unomaha.edu/search/?P=TED%202400>) with a grade of "C" or better

The Office of Academic Advising will verify GPA requirements and passing grades for coursework. Students who are admitted to the Educator Preparation Program, but do not pass TED 2300 or TED 2380 and TED 2400 (<https://catalog.unomaha.edu/search/?P=TED%202400>) with a grade of "C" or better, or do not achieve the minimum 2.75 GPA requirement, will

not be permitted to continue in the Educator Preparation Program course sequence until such grade(s) are received.

Those seeking the non-certification pathway must apply to the Non-Certification Program in order to take upper level education coursework.

The non-certification program does not lead to Nebraska Educator Certification and is designed for community-based work and careers supporting children, youth, adults, and families. Application information can be found on the college website (<https://www.unomaha.edu/college-of-education-health-and-human-sciences/student-services/certification/non-cert-education.php>).

Application to Program

- Admission to UNO
- Completion of UNO' English Composition I or their transfer equivalents: ENGL 1150 (<https://catalog.unomaha.edu/search/?P=ENGL%201150>) or ENGL 1154 (<https://catalog.unomaha.edu/search/?P=ENGL%201154>) (C- or higher)
- Completion or in progress at the time of application of UNO's courses or their transfer equivalents:
 - ENGL Composition II (ENGL 1160 (<https://catalog.unomaha.edu/search/?P=ENGL%201160>) or ENGL 1164 (<https://catalog.unomaha.edu/search/?P=ENGL%201164>)) (C- or higher) and
 - Communication Studies (CMST 1110 (<https://catalog.unomaha.edu/search/?P=CMST%201110>) or CMST 2120 (<https://catalog.unomaha.edu/search/?P=CMST%202120>)) (C- or higher) and
 - Quantitative Literacy (MATH 1120 (<https://catalog.unomaha.edu/search/?P=MATH%201120>), MATH 1130, MATH 1220 (<https://catalog.unomaha.edu/search/?P=MATH%201220>), STAT 1530, or STAT 1100) (C- or higher) or proficiency through Math ACT score, and
 - Foundations of Education: TED 2100 (<https://catalog.unomaha.edu/search/?P=TED%202100>) (C or higher), and
 - Human Relations: TED 2200 (<https://catalog.unomaha.edu/search/?P=TED%202200>) (C or higher).
- GPA Requirements (UNO Students)
 - Currently enrolled UNO students must have a minimum cumulative GPA of 2.5.
- GPA Requirements (Transfer Students)
 - Transfer students with 12 or more credit hours in the Nebraska System (UNL, UNK, UNO) must have a minimum cumulative GPA of 2.5 for all attempted coursework taken in the NU System.
 - Transfer students with credit hours from institutions other than the NU System must have a minimum combined cumulative GPA of 2.5 for all attempted coursework.
- Grades must be posted before 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.

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.

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/>)

Writing in the Discipline

Writing Student Learning Objectives for all ECI, ELED and SED majors are all addressed in TED 2100 Educational Foundations. Writing Student Learning Objectives for all library science majors are all addressed in TED 4800 Leadership and Management in Library and Information Agencies.

Secondary Education Concentration

For more information and a complete listing of program requirements visit the College of Education, Health, and Human Sciences website here (<http://www.unomaha.edu/college-of-education/teacher-education/>).

Minor Offered

- Education Minor (<http://catalog.unomaha.edu/undergraduate/college-education/teacher-education-department/education-minor/>)

Endorsements Offered

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

- 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/>)
- English Language Arts (7-12) Endorsement (<http://catalog.unomaha.edu/undergraduate/college-education/teacher-education-department/language-arts-english-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 Additional Subject Endorsement (<http://catalog.unomaha.edu/undergraduate/college-education/teacher-education-department/secondary-english-7-12-additional-subject-endorsement/>)

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/>)
- 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 (PK-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 (PK-12) Endorsement (<http://catalog.unomaha.edu/undergraduate/college-education/teacher-education-department/physical-education-p-6-7-12-endorsement/>)
- Physical Education (7-12) and Health (7-12) Endorsement (<http://catalog.unomaha.edu/undergraduate/college-education/teacher-education-department/physical-education-health-7-12-endorsement/>)
- Science (7-12) Endorsement (<http://catalog.unomaha.edu/undergraduate/college-education/teacher-education-department/science-7-12-endorsement/>)
- Social Science (7-12) Endorsement (<http://catalog.unomaha.edu/undergraduate/college-education/teacher-education-department/social-science-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.

- Special Education (7-12) Endorsement (<http://catalog.unomaha.edu/undergraduate/college-education/teacher-education-department/special-education-7-12-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/>)
- Coaching (7-12) Endorsement (<http://catalog.unomaha.edu/undergraduate/college-education/teacher-education-department/coaching-7-12-endorsement/>)

- Information Technology (PK-12) (<http://catalog.unomaha.edu/undergraduate/college-education/teacher-education-department/information-technology-pk-12-endorsement/>) Endorsement (<http://catalog.unomaha.edu/undergraduate/college-education/teacher-education-department/information-technology-pk-12-endorsement/>)
- Work-Based Learning (9-12) Endorsement (<http://catalog.unomaha.edu/undergraduate/college-education/teacher-education-department/worked-based-learning-endorsement/>)

For more information and a complete listing of program requirements visit the College of Education, Health, and Human Sciences website (<https://www.unomaha.edu/college-of-education/student-services/certification/endorsements.php>)

Education - Early Childhood Inclusive, Bachelor of Science

The early childhood inclusive education major is designed for students seeking Nebraska certification to teach in Birth - age 3 or age 3 through third grade in elementary schools. This major allows students to learn more about early childhood education policy, social-cultural understanding and the well-being of infants and toddlers.

Potential Career Opportunities/settings:

- Preschool Teacher or Preschool Special Educator
- Infant/Toddler teacher
- Kindergarten – Grade 3 Teacher
- Special Education Teacher (Kindergarten – Grade 3)
- Early intervention home visitor
- Head Start family educator

Education - Elementary Education, Bachelor of Science

The elementary education major is designed for students seeking Nebraska certification to teach in K-6 elementary schools. This major allows students to explore developmental issues of children, learning theory, elementary school content, and teaching methods. One of the strengths of the preparation program is the field experiences with local school districts.

Potential Career Opportunities/settings:

- Public School systems
- Private School systems

Education - Secondary Education, Bachelor of Science

The secondary education major is designed for students seeking Nebraska certification to teach in secondary content areas in grades 7-12, or in PK-12 settings in the areas of Art, Music, or Physical Education. This major allows students to explore developmental issues of children, learning theory, secondary content area(s), and teaching methods. One of the strengths of the preparation program is the field experiences with local school districts.

Potential Career Opportunities/settings:

- Public School systems
- Private School systems

Education – School Library concentration, Bachelor of Science

UNO's College of Education, Health, and Human Sciences offers two undergraduate degree programs in Elementary Education and Secondary Education with School Library concentrations. This program allows candidates to acquire an elementary or secondary teaching certificate with a school library concentration.

Potential Career Opportunities/settings:

- Special libraries
- Public libraries

Education - Library Science, Bachelor of Science

UNO's College of Education, Health, and Human Sciences offers an undergraduate degree in Library Science that provides credentials and continuing education for those seeking employment in 21st Century library and information agencies.

Potential Career Opportunities/settings:

- Special libraries
- Public libraries
- Academic libraries
- Information Management

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): Not open to non-degree graduate students.

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 Multilingual Learners (MLs) entering the United States school system. As dedicated practitioners, reflective scholars, and responsible citizens, undergraduate students will study best practices for MLs in the mainstream classroom that promotes language and cultural understanding among students and teachers.

Prerequisite(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): 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): 2.0 GPA

Distribution: Writing in the Discipline Single Course

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): 2.0 GPA

Distribution: U.S. Diversity General Education course

TED 2210 FOUNDATIONS OF EDUCATION AND LEARNER DEVELOPMENT (3 credits)

The course will provide teacher candidates with foundational knowledge on the philosophical, ethical, historical, and social foundations of education in society along with foundational knowledge on the current educational practices and theories on how children develop and learn within different educational environments. This course will also examine how these foundational aspects of education and child development impact and influence each other so that teacher candidates understand their role as dedicated practitioners, reflective scholars, and responsible citizens who can meet the needs of their students in the context of the profession in our changing world.

TED 2250 INTRODUCTION TO EARLY CHILDHOOD EDUCATION (3 credits)

This course provides an overview of early childhood education from theoretical, historical, and contemporary perspectives. Particular emphasis in the course is placed on key approaches to early childhood education, research on how children learn, and developmentally appropriate practice for children in the birth-to-age-five range. Observations are required as part of the course and will be conducted outside of class time.

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): Admission to Teacher Preparation. Permit number required to register. 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): 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): 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 learning 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 and librarianship.

Prerequisite(s): Admission to Teacher Preparation Program or Library Science.

TED 2370 THE CREATIVE ARTS IN EARLY CHILDHOOD EDUCATION (3 credits)

This course prepares the early childhood teacher candidate to implement and use the creative and expressive arts in the classroom and to develop and assess conceptual understanding and building the vocabulary of children.

Prerequisite(s): TED 2250. Not open to non-degree graduate students.

TED 2380 DEVELOPMENT AND LEARNING IN ADOLESCENCE (3 credits)

This course will examine human growth and learning from early through late adolescence, to help students gain an understanding of the biological, social, and cultural influences on the developing child in the second decade of life. The class will focus on how current educational practices and theories of development and learning impact and influence each other. The course will include field-based experiences.

Prerequisite(s): Prerequisites of TED 2100 and TED 2200. Not open to non-degree graduate students.

TED 2390 SOCIOCULTURAL UNDERSTANDINGS OF INFANTS AND TODDLERS (3 credits)

This course will examine socio-cultural conceptions of infant and toddler-aged children. The influences of culture and social context on parental and center-based goals, beliefs and practices will also be covered.

Prerequisite(s): TED 2250. Not open to non-degree graduate students.

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): ELED, ELED SPED and ECI majors have a prerequisite of TED 2300. SED majors will be permitted only with TED 2380 as a corequisite. Not open to non-degree graduate students.

TED 2410 FOUNDATIONS OF PLANNING FOR EFFECTIVE TEACHING (3 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 topics and issues essential to teachers' ability to plan for effective teaching including culturally responsive teaching practices and strategies for serving Multilingual Learners, students with disabilities, and students who live in poverty or other difficult circumstances.

Prerequisite(s): Prerequisites: TED 2210 and TED 2200. Not open to non-degree graduate students.

TED 2420 FIELD EXPERIENCE SEMINAR (2 credits)

This seminar course is designed to support teacher candidates as they begin to gain content knowledge, skills, and procedures that will be addressed in educator preparation content courses. Additionally, this course provides students with guided opportunities to reflect upon and discuss their field experience. This course will consist of five seminars throughout the semester that will provide an overview of the field experience, an explanation of the InTASC model core teaching standards related to content knowledge, and assist students in applying the skills/knowledge presented in the content area courses. Candidates will enroll in this course three times.

Prerequisite(s): Prerequisites: TED 2210 and TED 2200. Corequisites with Intermediate (TED 2410), Advanced (TED 3350/TED 4330), and Final Practicum (TED 4310/TED 4320/TED 4350) coursework. Not open to non-degree graduate students.

TED 2500 DIGITAL CITIZENSHIP (3 credits)

The course is an introduction to the basic tenets of digital citizenship including legalities, ethics, privacy and security. The course fosters an awareness of digital citizenship as a topic that impacts pedagogy and programming and reflects best practice in all types of learning communities.

TED 2800 SCIENCE EXPERIMENTATION AND ENGINEERING DESIGN (4 credits)

Scientific Experimentation & Engineering Design (SEED) is a general education science course that introduces integrative STEM (Science, Technology, Engineering, and Mathematics) concepts and their applications. The course fosters 21st Century Learning through study and work in active, team-based experiential learning environments through all phases of near-space experiments using high-altitude balloon platforms. Near-space experiments require research question development, experiment hardware fabrication, experiment software integration, payload launch and recovery, data analysis, and formal experiments' results reporting. Science and Engineering Practices are central to students' experiences and work in this course, as the course models the interdisciplinary connectedness of academic fields, industry, and the community to encourage collaboration and discovery to effectively implement STEM concepts, practices, and innovation. (Cross-listed with STEM 2800).

Distribution: Natural/Physical Sci General Education lecture&lab

TED 3000 SPECIAL PROJECTS (1-3 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 TEACHING 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 Learners (ELs) 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 Learners (ELs) in K-12 classrooms. This is the first of two practicum experiences to complete the field experience requirements for Nebraska Department of Education.

Prerequisite(s): TED 2050, TED 2300 or TED 2380, and TED 2400.

TED 3100 COMMUNITY EDUCATION: TEACHING & PRACTICE IN INFORMAL ENVIRONMENTS (3 credits)

Informal education environments, such as museums, zoos, special-interest clubs, as well as summer camps, and after-school programs, offer expansive possibilities for learning outside of formal schooling. In this course, we will examine educational theory, practice, research, and evaluation associated with learning in informal contexts. Students will have the opportunity to work on collaborative service-learning projects with community partners who offer informal learning programs.

Prerequisite(s): Not open to non-degree graduate students.

TED 3350 TEACHING AND ASSESSING READING IN ELEMENTARY SCHOOLS (6 credits)

This course provides an introduction to reading theories, foundational principles such as phonemic awareness, phonics, vocabulary, comprehension, fluency, 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): EDUC 2510 or EDUC 2520 or TED 2400; co-requisites of TED 4330 and TED 4340, 2.75 NU GPA and scores showing Praxis attempt (Math, Reading, and Writing).

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): EDUC 2510 or EDUC 2520 or TED 2400; co-requisite TED 3690, 2.75 NU GPA and scores showing Praxis attempt (Math, Reading, and Writing).

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): EDUC 2510 or EDUC 2520 or TED 2400; co-requisite TED 3550. 2.75 NU GPA and scores showing Praxis attempt (Math, Reading, and Writing)

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): EDUC 2510 or EDUC 2520 or TED 2400.

TED 3760 ADULT SERVICES, PROGRAMMING, AND OUTREACH IN LIBRARIES (3 credits)

This course examines best practices related to serving adult populations in 21st Century libraries and information agencies. Candidates will examine the characteristics of diverse adult populations and design resources, programming, and services to meet their personal and professional needs.

Prerequisite(s): Not open to non-degree graduate students.

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, Business, Information Technology, 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): TED 3690 and TED 3550. 2.75 NU GPA.

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): EDUC 2510 or EDUC 2520 or TED 2400.

TED 4220 FINAL 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): Completion of ELEM/ECE undergraduate courses: TED 2250, TED 2310, TED 4250, TED 4260, TED 4280, TED 4290. 2.75 NU GPA and scores showing Praxis attempt (Math, Reading, and Writing). 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): TED 2250 and TED 2300 (EDUC 2010), 2.75 NU GPA and scores showing Praxis attempt (Math, Reading, and Writing)

TED 4260 LANGUAGE AND LITERACY 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. Particular attention will be given to the role of the teacher as a dedicated practitioner in the early learning environment.

Prerequisite(s): TED 2250 and TED 2300 or EDUC 2010. 2.75 NU GPA and scores showing Praxis attempt (Math, Reading, and Writing). 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): TED 2400, 2.75 NU GPA and scores showing Praxis attempt (Math, Reading, and Writing). 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): TED 3350, TED 4330 and TED 4340; Co-requisites: TED 4320 and TED 4350. 2.75 NU GPA and scores showing Praxis attempt (Math, Reading, and Writing). 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): TED 3350, TED 4330 and TED 4340; co-requisite TED 4350, 2.75 NU GPA and scores showing Praxis attempt (Math, Reading, and Writing)

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): MTCH 2000 and MTCH 2010; Co-requisite TED 4340 and TED 3350. 2.75 NU GPA and scores showing Praxis attempt (Math, Reading, and Writing).

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): EDUC 2510 or EDUC 2520 or TED 2400; Co-requisite TED 4330 and 3350. 2.75 NU GPA and scores showing Praxis attempt (Math, Reading, and Writing)

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 pre-service 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): TED 3350, 4330 and 4340; co-requisite of TED 4320, 2.75 NU GPA and scores showing Praxis attempt (Math, Reading, and Writing)

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): TED 2300 or EDUC 2010 or TED 2380.

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 or through an in-depth research project. 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): 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 LEARNING IN DIGITAL ENVIRONMENTS (3 credits)

This course provides foundational knowledge about tools and technologies for use with all types of educational scenarios. Course content will include information about many different types of learners and literacies and will explore instructional tools and strategies that enhance dissemination of digital information and digital instruction.

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): Candidates must complete all course work, have a minimum cumulative GPA of 2.75, passing Praxis Core scores (Math, Reading, and Writing), and be accepted into Clinical Practice.

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): 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): Permission. Application is made in the Office of Student Services.

TED 4640 K-12 CLINICAL PRACTICE 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): Candidates must complete all course work and obtain a minimum overall (cumulative) consistent GPA of 2.75, passing Praxis Core scores (Math, Reading, and Writing) and be accepted into student teaching.

TED 4644 CLINICAL PRACTICE ORIENTATION (0 credits)

This experience provides an introduction to clinical practice.

Prerequisite(s): Candidates must have complete all course work, obtained a minimum overall (cumulative) consistent GPA of 2.75, and been 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): Candidates must complete all course work, have a minimum cumulative GPA of 2.75, passing Praxis Core scores (Math, Reading, and Writing) 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 4700 EDUCATION CAPSTONE (3-6 credits)

This course is designed to provide individual and experiential learning in a supervised setting of a selected educational environment outside of the traditional P-12 classroom setting. The candidate will be introduced to the educational practices and roles in an environment that allows for integration of educational theory and practice.

Prerequisite(s): Completion of, or current enrollment in, Professional Education Core courses, GPA of 2.5, no grade below a C in required courses, and permission of Teacher Education Department Chair.

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 MANAGEMENT OF INFORMATION RESOURCES IN LIBRARIES (3 credits)

This course addresses basic theory and best practice in collection management, descriptive and subject cataloging, and classification of information resources using national standards and resources. Course will address the theories, concepts and activities integral to proactive collection development in 21st Century libraries. Candidates will demonstrate understanding of the legal and ethical aspects of the collection and organization of information resources by appropriately applying the standards of their discipline to ensure access to information and ideas for all patrons.

Prerequisite(s): Not open to non-degree graduate students.

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)

The course introduces concepts for effective leadership and management for 21st Century libraries of all kinds (special, public, academic, and school). Candidates will be introduced to vocabulary, philosophies, and processes involved in administration of libraries in support of ensuring quality service to all library patrons. Candidates will be introduced to professional ethics and principles and will be made aware of best practices in management of library services and facilities.

Distribution: Writing in the Discipline Single Course

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 WORK-BASED LEARNING (3 credits)

This course reviews responsibilities and techniques of coordination for the work-based learning teacher-coordinator and/or work-based learning 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).