

# ELEMENTARY EDUCATION, MS

Department of Teacher Education, College of Education

## Vision Statement

The master's degree in elementary education will:

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

## Program Contact Information

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

## Other Program-Related Information

The master's degree in elementary education does not lead to initial teacher certification.

## Unclassified Students

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

## Admissions

### Application Deadlines (Spring 2021, Summer 2021, and Fall 2021)

- Fall: August 1
- Spring: December 1
- Summer: June 1

## Program-Specific Requirements

- A minimum undergraduate GPA of 3.0 (on a 4.0 scale)
- A valid teaching certificate **or** statement of interest in/evidence of work or research with children, youth, or adults in teaching and learning environments.

- UNO College of Education's Personal and Professional Fitness Form
- International students who do not intend to teach in the United States **may** be eligible for admission. Applicants are required to have a command of oral and written English. Those who do not hold a baccalaureate or other advanced degree from the United States, **OR** a baccalaureate or other advanced degree from a predetermined country on the waiver list, must meet the minimum language proficiency score requirement in order to be considered for admission.
  - A minimum TOEFL score of 550 paper or 80 internet based, 6.5 IELTS, or 53 PTE if required.
- Contact the TED graduate program chair (GPC) for additional information.

## Degree Requirements

Code	Title	Credits
<b>Required Courses</b>		<b>9-12</b>
<b>Concentrations</b>		<b>12-21</b>
Elementary Education, MS Concentrations <sup>1</sup>		
<b>Electives - As approved by advisor.</b>		<b>0-12</b>
Courses to be determined in consultation with program advisor		
TED 8700	ELEMENTARY EDUCATION CAPSTONE COURSE (Must receive a grade of B or better)	3

<sup>1</sup> Each student will include in his/her plan of study an area of concentration in a special field which will provide depth in an area of his/her interest. Courses within the concentrations will be decided upon in conference with the student's advisor. Possible concentrations include: Bilingual Education, Early Childhood Education, ESL, Equity & Social Justice in Education, Improvement of Instruction, Instructional Technology Leadership, School Library, Literacy, and STEM.

## Exit Requirements:

Capstone TED 8700 The professional project completed in this class will take the place of the comprehensive exam. Registration for the course will be by permission only (for students near the end of their program).

## Concentrations

### Accelerated Certification for Teachers Concentration

Code	Title	Credits
<b>Required Courses</b>		
TED 8050	DATA-DRIVEN DECISION MAKING FOR EDUCATORS	3
TED 8210	THE PRINCIPLES OF MULTICULTURAL EDUCATION	3
TED 8540	DIGITAL CITIZENSHIP	3
TED 8700	ELEMENTARY EDUCATION CAPSTONE COURSE (Exit Requirement-Must receive a grade of B or better.)	3
<b>Area of Concentration</b>		
TED 8650	CHILDREN'S LITERATURE AND EDUCATION	3
TED 8060	CURRENT ISSUES AND TRENDS IN EDUCATION	3
Choose 6 hours from the following courses:		
TED 8130	LANGUAGE, CULTURE, AND POWER	3
TED 8150	ANTI-RACISM EDUCATION PRINCIPLES AND PRACTICES	3
TED 8160	ENGLISH AS A SECOND LANGUAGE STRATEGIES FOR PK-12 EDUCATORS	3

TED 8180	CULTURALLY RESPONSIVE TEACHING	
TED 8280	INTRODUCTION TO HUMAN RIGHTS IN P-12 EDUCATION	
TED 8800	MULTICULTURAL LITERATURE FOR CHILDREN AND YOUTH	
TED 9200	CRITICAL PEDAGOGY: TEACHING FOR SOCIAL JUSTICE	
<b>Electives</b>		
TED 8390	CLASSROOM MANAGEMENT IN PRACTICE	3
TED 8250	ASSESSMENT FOR CLASSROOM TEACHER	3
TED 8470	TEACHING THE LANGUAGE ARTS	3
SPED 8030	TEACHING STUDENTS WITH EXCEPTIONALITIES	3
Total Credits		36

## Bilingual Education Concentration

Code	Title	Credits
<b>Required Courses</b>		
TED 8050	DATA-DRIVEN DECISION MAKING FOR EDUCATORS	3
TED 8700	ELEMENTARY EDUCATION CAPSTONE COURSE (Exit Requirement-Must receive a grade of B or better.)	3
TED 8560	TECHNOLOGY FOR DIVERSE LEARNERS	3
Choose 3 hours from following courses:		3
TED 8150	ANTI-RACISM EDUCATION PRINCIPLES AND PRACTICES	
TED 8280	INTRODUCTION TO HUMAN RIGHTS IN P-12 EDUCATION	
TED 9200	CRITICAL PEDAGOGY: TEACHING FOR SOCIAL JUSTICE	
<b>Area of Concentration:</b>		
TED 8130	LANGUAGE, CULTURE, AND POWER	3
or ENGL 8676	SOCIOLINGUISTICS	
Choose 3 hours from the following courses:		3
TED 8120	FOUNDATIONS OF ENGLISH AS A SECOND LANGUAGE (ESL)	
ENGL 8615	INTRODUCTION TO LINGUISTICS	
ENGL 8696	TOPICS IN LINGUISTICS	
ENGL 8646	APPLIED LINGUISTICS	
FLNG 8030	SEMINAR: SECOND LANGUAGE ACQUISITION THEORY	
TED 8490	SPANISH LANGUAGE ARTS <sup>1</sup>	3
TED 8480	FOUNDATIONS OF BILINGUAL EDUCATION <sup>1</sup>	3
TED 8695	LITERACY AND LEARNING <sup>1</sup>	3
TED 8006	SPECIAL METHODS IN THE CONTENT AREA	3
TED 8980	PRACTICUM: VARIOUS CONTENT AREAS <sup>1</sup>	3
Choose 3 hours from the following courses:		3
TED 8180	CULTURALLY RESPONSIVE TEACHING	
TED 8800	MULTICULTURAL LITERATURE FOR CHILDREN AND YOUTH	
TED 9110	PRINCIPLES AND PRACTICES FOR TEACHING READERS	
Total Credits		36

- <sup>1</sup> TED 8490, TED 8695, and TED 8480: These courses are taught in Spanish.
- <sup>2</sup> TED 8980: (Dual Language Practicum - deadline to apply is September 15; this course is offered in Spring only).

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

The Nebraska Department of Education requires the ESL endorsement before you can apply for the Bilingual Education endorsement.

Minimum of 12 credit hours must be current UNO credits.

Spanish proficiency required (evaluated during first 3 hours).

## Early Childhood Education Concentration

Code	Title	Credits
<b>Required Courses</b>		
TED 8050	DATA-DRIVEN DECISION MAKING FOR EDUCATORS	3
TED 8700	ELEMENTARY EDUCATION CAPSTONE COURSE (Exit Requirement-Must receive a grade of B or better.)	3
Choose 3 hours from the following courses:		3
TED 8130	LANGUAGE, CULTURE, AND POWER	
TED 8150	ANTI-RACISM EDUCATION PRINCIPLES AND PRACTICES	
TED 8160	ENGLISH AS A SECOND LANGUAGE STRATEGIES FOR PK-12 EDUCATORS	
TED 8180	CULTURALLY RESPONSIVE TEACHING	
TED 8280	INTRODUCTION TO HUMAN RIGHTS IN P-12 EDUCATION	
TED 8800	MULTICULTURAL LITERATURE FOR CHILDREN AND YOUTH	
TED 9200	CRITICAL PEDAGOGY: TEACHING FOR SOCIAL JUSTICE	
Choose 3 hours from the following courses:		3
TED 8540	DIGITAL CITIZENSHIP	
TED 8550	TECHNOLOGY FOR CREATIVE AND CRITICAL THINKING	
TED 8560	TECHNOLOGY FOR DIVERSE LEARNERS	
TED 8580	ONLINE TEACHING AND LEARNING	
TED 8590	TEACHING AND LEARNING IN DIGITAL ENVIRONMENTS	
<b>Area of Concentration:</b>		
TED 8170	DEVELOPMENTAL ASSESSMENT OF THE YOUNG CHILD	3
TED 8200	SOCIAL WORLDS OF THE YOUNG CHILD	3
TED 8220	PLAY AS A LEARNING MEDIUM IN EARLY CHILDHOOD EDUCATION	3
TED 8230	LITERATURE FOR THE YOUNG CHILD	3
TED 8240	FAMILY, SCHOOL, AND COMMUNITY PARTNERS	3
TED 8260	ADVANCED CURRICULUM IN EARLY CHILDHOOD	3
<b>Electives: As approved by advisor</b>		<b>6</b>
Total Credits		36

## English as a Second Language (ESL) Concentration

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

Code	Title	Credits
<b>Required Courses</b>		
TED 8050	DATA-DRIVEN DECISION MAKING FOR EDUCATORS	3
TED 8700	ELEMENTARY EDUCATION CAPSTONE COURSE (Exit Requirement-Must receive a grade of B or better.)	3
TED 8560	TECHNOLOGY FOR DIVERSE LEARNERS	3
Choose 3 hours from the following courses:		
TED 8150	ANTI-RACISM EDUCATION PRINCIPLES AND PRACTICES	3
TED 8180	CULTURALLY RESPONSIVE TEACHING	3
TED 8280	INTRODUCTION TO HUMAN RIGHTS IN P-12 EDUCATION	3
TED 8800	MULTICULTURAL LITERATURE FOR CHILDREN AND YOUTH	3
TED 9200	CRITICAL PEDAGOGY: TEACHING FOR SOCIAL JUSTICE	3

**Area of Concentration:**

TED 8120	FOUNDATIONS OF ENGLISH AS A SECOND LANGUAGE (ESL)	3
TED 8130 or ENGL 8676	LANGUAGE, CULTURE, AND POWER SOCIOLINGUISTICS	3
TED 8006	SPECIAL METHODS IN THE CONTENT AREA (ESL: 25 hour field experience requirement)	3
TED 8160	ENGLISH AS A SECOND LANGUAGE STRATEGIES FOR PK-12 EDUCATORS	3
Choose 3 hours from the following courses:		
TED 8610	TEACHING OF WRITING THROUGHOUT THE CURRICULUM	3
TED 9110	PRINCIPLES AND PRACTICES FOR TEACHING READERS	3
<b>Elective Course: As approved by advisor.</b>		<b>9</b>
Total Credits		36

Note: For an added endorsement in ESL, consult with your advisor. You must have a valid teaching certificate in either Elementary or Secondary Education to add this endorsement.

**Improvement of Instruction Concentration**

Code	Title	Credits
<b>Required Classes:</b>		
TED 8050	DATA-DRIVEN DECISION MAKING FOR EDUCATORS	3
TED 8700	ELEMENTARY EDUCATION CAPSTONE COURSE (Exit Requirement-Must receive a grade of B or better.)	3
Choose 3 hours from the following courses:		
TED 8130	LANGUAGE, CULTURE, AND POWER	3
TED 8150	ANTI-RACISM EDUCATION PRINCIPLES AND PRACTICES	3
TED 8160	ENGLISH AS A SECOND LANGUAGE STRATEGIES FOR PK-12 EDUCATORS	3
TED 8280	INTRODUCTION TO HUMAN RIGHTS IN P-12 EDUCATION	3
TED 8800	MULTICULTURAL LITERATURE FOR CHILDREN AND YOUTH	3
TED 9200	CRITICAL PEDAGOGY: TEACHING FOR SOCIAL JUSTICE	3
Choose 3 hours from the following courses:		

TED 8540	DIGITAL CITIZENSHIP	3
TED 8550	TECHNOLOGY FOR CREATIVE AND CRITICAL THINKING	3
TED 8560	TECHNOLOGY FOR DIVERSE LEARNERS	3
<b>Area of Concentration:</b>		
TED 8180	CULTURALLY RESPONSIVE TEACHING	3
TED 8250	ASSESSMENT FOR CLASSROOM TEACHER	3
TED 8300	EFFECTIVE TEACHING PRACTICES	3
TED 9110	PRINCIPLES AND PRACTICES FOR TEACHING READERS	3
Choose 3 hours from the following courses:		
TED 8580	ONLINE TEACHING AND LEARNING	3
TED 8590	TEACHING AND LEARNING IN DIGITAL ENVIRONMENTS	3
<b>Electives: As approved by advisor.</b>		<b>9</b>
Total Credits		36

**Instructional Technology Leadership Concentration**

Code	Title	Credits
<b>Required Classes:</b>		
TED 8050	DATA-DRIVEN DECISION MAKING FOR EDUCATORS	3
TED 8700	ELEMENTARY EDUCATION CAPSTONE COURSE (Exit Requirement-Must receive a grade of B or better.)	3
Choose 3 hours from the following courses:		
TED 8130	LANGUAGE, CULTURE, AND POWER	3
TED 8160	ENGLISH AS A SECOND LANGUAGE STRATEGIES FOR PK-12 EDUCATORS	3
TED 8180	CULTURALLY RESPONSIVE TEACHING	3
<b>Area of Concentration:</b>		
TED 8000	SPECIAL STUDIES (Data Visualization)	3
TED 8540	DIGITAL CITIZENSHIP	3
TED 8550	TECHNOLOGY FOR CREATIVE AND CRITICAL THINKING	3
TED 8560	TECHNOLOGY FOR DIVERSE LEARNERS	3
TED 8580	ONLINE TEACHING AND LEARNING	3
TED 8590	TEACHING AND LEARNING IN DIGITAL ENVIRONMENTS	3
Choose 3 hours from the following courses:		
TED 8280	INTRODUCTION TO HUMAN RIGHTS IN P-12 EDUCATION	3
TED 8800	MULTICULTURAL LITERATURE FOR CHILDREN AND YOUTH	3
TED 9200	CRITICAL PEDAGOGY: TEACHING FOR SOCIAL JUSTICE	3
<b>Electives: As approved by advisor.</b>		<b>6</b>
Total Credits		36

**Literacy Concentration**

Code	Title	Credits
<b>Required Classes:</b>		
TED 8050	DATA-DRIVEN DECISION MAKING FOR EDUCATORS	3
TED 8700	ELEMENTARY EDUCATION CAPSTONE COURSE (Exit Requirement-Must receive a grade of B or better.)	3

Choose 3 hours from the following courses: 3

TED 8130	LANGUAGE, CULTURE, AND POWER	
TED 8150	ANTI-RACISM EDUCATION PRINCIPLES AND PRACTICES	
TED 8160	ENGLISH AS A SECOND LANGUAGE STRATEGIES FOR PK-12 EDUCATORS	
TED 8180	CULTURALLY RESPONSIVE TEACHING	
TED 8280	INTRODUCTION TO HUMAN RIGHTS IN P-12 EDUCATION	
TED 9200	CRITICAL PEDAGOGY: TEACHING FOR SOCIAL JUSTICE	

Choose 3 hours from the following courses: 3

TED 8540	DIGITAL CITIZENSHIP	
TED 8550	TECHNOLOGY FOR CREATIVE AND CRITICAL THINKING	
TED 8560	TECHNOLOGY FOR DIVERSE LEARNERS	
TED 8580	ONLINE TEACHING AND LEARNING	
TED 8590	TEACHING AND LEARNING IN DIGITAL ENVIRONMENTS	

**Area of Concentration:**

TED 8470	TEACHING THE LANGUAGE ARTS	3
TED 8610	TEACHING OF WRITING THROUGHOUT THE CURRICULUM	3
TED 9110	PRINCIPLES AND PRACTICES FOR TEACHING READERS	3
TED 9100	THEORIES, MODELS, AND PRACTICES OF LITERACY	3

Choose 3 hours from the following courses: 3

TED 8230	LITERATURE FOR THE YOUNG CHILD	
TED 8650	CHILDREN'S LITERATURE AND EDUCATION	
TED 8660	YOUNG ADULT LITERATURE	
TED 8800	MULTICULTURAL LITERATURE FOR CHILDREN AND YOUTH	

**Electives: As approved by advisor.** 9

Total Credits 36

**School Library Concentration****Code Title Credits****Required Classes:**

TED 8050	DATA-DRIVEN DECISION MAKING FOR EDUCATORS	3
TED 8700	ELEMENTARY EDUCATION CAPSTONE COURSE (Exit Requirement-Must receive a grade of B or better.)	3

Choose 3 hours from the following courses: 3

TED 8130	LANGUAGE, CULTURE, AND POWER	
TED 8160	ENGLISH AS A SECOND LANGUAGE STRATEGIES FOR PK-12 EDUCATORS	
TED 8180	CULTURALLY RESPONSIVE TEACHING	
TED 8280	INTRODUCTION TO HUMAN RIGHTS IN P-12 EDUCATION	
TED 8800	MULTICULTURAL LITERATURE FOR CHILDREN AND YOUTH	
TED 9200	CRITICAL PEDAGOGY: TEACHING FOR SOCIAL JUSTICE	

Choose 6 hours from the following courses: 6

TED 8540	DIGITAL CITIZENSHIP	
TED 8550	TECHNOLOGY FOR CREATIVE AND CRITICAL THINKING	

TED 8560	TECHNOLOGY FOR DIVERSE LEARNERS	
TED 8580	ONLINE TEACHING AND LEARNING	
TED 8590	TEACHING AND LEARNING IN DIGITAL ENVIRONMENTS	

**Area of Concentration:**

TED 8520	SCHOOL LIBRARY CAPSTONE	3
TED 8650	CHILDREN'S LITERATURE AND EDUCATION	3
TED 8660	YOUNG ADULT LITERATURE	3
TED 8710	RESEARCH AND INQUIRY	3
TED 8740	ORGANIZATION OF INFORMATION	3
TED 8760	MANAGING COLLECTIONS IN LIBRARIES AND INFORMATION AGENCIES	3
TED 8830	LEADERSHIP AND MANAGEMENT IN SCHOOL LIBRARIES	3

Total Credits 36

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

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

**Code Title Credits****Required Classes:**

TED 8050	DATA-DRIVEN DECISION MAKING FOR EDUCATORS	3
TED 8700	ELEMENTARY EDUCATION CAPSTONE COURSE (Exit Requirement-Must receive a grade of B or better. )	3

Choose 3 hours from the following courses: 3

TED 8130	LANGUAGE, CULTURE, AND POWER	
TED 8150	ANTI-RACISM EDUCATION PRINCIPLES AND PRACTICES	
TED 8160	ENGLISH AS A SECOND LANGUAGE STRATEGIES FOR PK-12 EDUCATORS	
TED 8180	CULTURALLY RESPONSIVE TEACHING	
TED 8280	INTRODUCTION TO HUMAN RIGHTS IN P-12 EDUCATION	
TED 8800	MULTICULTURAL LITERATURE FOR CHILDREN AND YOUTH	
TED 9200	CRITICAL PEDAGOGY: TEACHING FOR SOCIAL JUSTICE	

Choose 3 hours from the following courses: 3

TED 8540	DIGITAL CITIZENSHIP	
TED 8550	TECHNOLOGY FOR CREATIVE AND CRITICAL THINKING	
TED 8560	TECHNOLOGY FOR DIVERSE LEARNERS	
TED 8580	ONLINE TEACHING AND LEARNING	

**Area of Concentration:**

TED 8030	SEMINAR IN EDUCATION: SPECIAL TOPICS	3
TED 8420	TRENDS AND TEACHING STRATEGIES IN SCIENCE EDUCATION	3
TED 8430	SCHOOL CURRICULUM PLANNING	3
TED 8590	TEACHING AND LEARNING IN DIGITAL ENVIRONMENTS	3
TED 8810	STEM IN EARLY CHILDHOOD EDUCATION: CURRICULUM AND RESEARCH	3

TED 8860	INVENTION & INNOVATION IN ENGINEERING EDUCATION	3
<b>Electives: As approved by advisor.</b>		<b>6</b>
Total Credits		36

## Equity and Social Justice in Education Concentration

Code	Title	Credits
<b>Required Classes:</b>		
TED 8050	DATA-DRIVEN DECISION MAKING FOR EDUCATORS	3
TED 8700	ELEMENTARY EDUCATION CAPSTONE COURSE (Exit Requirement-Must receive a grade of B or better. )	3
Choose 3 hours from the following courses:		3
TED 8130	LANGUAGE, CULTURE, AND POWER	
TED 8160	ENGLISH AS A SECOND LANGUAGE STRATEGIES FOR PK-12 EDUCATORS	
Choose 3 hours from following courses:		3
TED 8540	DIGITAL CITIZENSHIP	
TED 8550	TECHNOLOGY FOR CREATIVE AND CRITICAL THINKING	
TED 8560	TECHNOLOGY FOR DIVERSE LEARNERS	
TED 8580	ONLINE TEACHING AND LEARNING	
TED 8590	TEACHING AND LEARNING IN DIGITAL ENVIRONMENTS	
<b>Area of Concentration:</b>		
TED 8150	ANTI-RACISM EDUCATION PRINCIPLES AND PRACTICES	3
TED 8180	CULTURALLY RESPONSIVE TEACHING	3
TED 8280	INTRODUCTION TO HUMAN RIGHTS IN P-12 EDUCATION	3
TED 8800	MULTICULTURAL LITERATURE FOR CHILDREN AND YOUTH	3
TED 9200	CRITICAL PEDAGOGY: TEACHING FOR SOCIAL JUSTICE	3
<b>Electives: As approved by advisor.</b>		<b>9</b>
Total Credits		36

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

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

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

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

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

This course is designed to develop knowledge, skills, and dispositions requisite of teachers. Course content is determined by the discipline area. For some content areas a field experience will be required. This is an in-school, guided practicum completed in conjunction with TED 4000 math, science, language arts, world languages, 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 4000).

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

This course will introduce advanced degree candidates to: A) An understanding of the scientific method as applied to behavioral research B) Assessment, evaluation, descriptive, causal-comparative, experimental and historical data gathering procedures and analytical strategies C) Sampling theory, techniques, distribution and hypothesis testing D) Specific designs, methods, and tools of research E) Search and retrieval of published research, both American and international (global), in the library and over the Internet F) Critical evaluation of research studies G) Basic statistics, both descriptive and inferential, and H) Preparation of a research proposal containing three chapters: Problem, Review of Related Research and Methodology.

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

### TED 8030 SEMINAR IN EDUCATION: SPECIAL TOPICS (1-3 credits)

This is a variable content course focusing on topics of current relevance to PK-12 teachers.

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

### TED 8040 SEMINAR ON STUDENT TEACHING/NEW TEACHER INDUCTION (3 credits)

The seminar is designed for experienced teachers who are, or may be, serving as cooperating teachers for student teachers or as mentor teachers for beginning teachers. Participants will study the purposes, techniques, and trends involved in serving as a cooperating teacher or as a mentor.

**Prerequisite(s)/Corequisite(s):** Successful teaching experience is required for this course.

### TED 8050 DATA-DRIVEN DECISION MAKING FOR EDUCATORS (3 credits)

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

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

### TED 8055 FOUNDATIONS OF ENGLISH AS A SECOND LANGUAGE (ESL) (3 credits)

This course is designed to enhance candidates' understanding of the historical, political, and theoretical perspectives of K-12 English as a Second Language (ESL) education for English 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. (Cross-listed with TED 3050).

**Prerequisite(s)/Corequisite(s):** TED 2300 (EDUC 2010) OR TED 2380; and TED 2050.

### TED 8060 CURRENT ISSUES AND TRENDS IN EDUCATION (3 credits)

The course is an advanced study of current issues and trends which have substantial impact on PK-12 education. The graduate candidates who take this class will read, analyze, and evaluate relevant research in order to become conversant in those issues.

**Prerequisite(s)/Corequisite(s):** Graduate status is required.

**TED 8070 TEACHING MULTIPLE INTELLIGENCE (3 credits)**

This course focuses on the utilization of the multiple intelligences (MI) theory by teachers to enhance children's understanding of various disciplines. Graduate candidates will have the opportunity to explore, evaluate, and develop various methodologies that foster understanding.

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

**TED 8080 STORYTELLING AND EDUCATION (3 credits)**

This course is designed to consider the importance of storytelling, to provide teacher candidates with the background materials for storytelling, to study resource material for storytelling from a variety of cultures, and to develop techniques for storytelling. Actual experience in storytelling and opportunities for evaluating storytelling experiences will be provided.

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

**TED 8100 RESEARCH PROJECT (1-3 credits)**

This course is designed for individual or group study and analysis of specific problems in schools dealing with curriculum and instruction in areas which have a broad scope of application rather than a specific level.

**Prerequisite(s)/Corequisite(s):** Approval of Advisor.

**TED 8120 FOUNDATIONS OF ENGLISH AS A SECOND LANGUAGE (ESL) (3 credits)**

TED 8120 is designed to enhance graduate candidates' knowledge of the historical, political, and theoretical perspectives of K-12 English as a Second Language (ESL) education for English Learners (ELs). As dedicated practitioners, reflective scholars, and responsible citizens, graduate candidates will learn strategies for designing and promoting effective multicultural and multilingual learning environments. This course includes an in-school, guided practicum through which graduate candidates must demonstrate competencies related to standards related to teaching ELs in K-12 classrooms. This is the first of two practicum experiences to complete the field experience requirements for Nebraska Department of Education's ESL teaching endorsement.

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

**TED 8130 LANGUAGE, CULTURE, AND POWER (3 credits)**

This course will focus on the intersection of language, culture, and power in the schools. This seminar will research how each component impacts the students and teachers in the classroom.

**TED 8150 ANTI-RACISM EDUCATION: PRINCIPLES AND PRACTICES (3 credits)**

This course provides a theoretical analysis of race, racism and the implications for anti-racist education. In addition to exploring the key features of anti-racism education, the course also addresses other axes of oppression, namely, class and gender, with a critical focus on racialized power and privilege, and how such features function in the broader U.S. context as well as the schooling environment. Of equal importance is a critical interrogation of the historical, ideological, and political processes that produce and maintain racism. Course participants explore pedagogies, curriculum, and school leadership strategies as mechanisms for instituting anti-racism work in schools and community.

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

**TED 8160 ENGLISH AS A SECOND LANGUAGE STRATEGIES FOR PK-12 EDUCATORS (3 credits)**

This course is designed to enhance graduate candidates' knowledge of PK-12 English as a Second Language (ESL) pedagogical and assessment strategies that address the needs of English Language Learners (ELs) in content area classrooms. As dedicated practitioners, reflective scholars, and responsible citizens, graduate candidates will be able to explore evidence-based pedagogical and assessment strategies to use in educational contexts serving ELs.

**Prerequisite(s)/Corequisite(s):** Graduate candidate status. Not open to non-degree graduate students.

**TED 8170 DEVELOPMENTAL ASSESSMENT OF THE YOUNG CHILD (3 credits)**

This course is designed as a survey of developmental assessment in early childhood education (ages birth to eight years). Selection of assessment tools and strategies, implementation, data collection, analysis of results, and teaching impact are addressed in context of key assessment purposes in the early childhood field.

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

**TED 8180 CULTURALLY RESPONSIVE TEACHING (3 credits)**

This course includes an introductory analysis of the societal and institutional processes and problems which have bearing upon the education of children in urban settings. In addition, the course will focus on knowledge, skills and dispositions related to instructional strategies and classroom management needed for effective teaching in an urban environment.

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

**TED 8190 CONTEMPORARY ISSUES IN URBAN EDUCATION (3 credits)**

This course is designed for candidates who wish to keep abreast of contemporary issues which confront the educational institution and teaching profession within the urban milieu.

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

**TED 8200 SOCIAL WORLDS OF THE YOUNG CHILD (3 credits)**

This course will explore theoretical and cultural perspectives on the social and emotional development of young children. This course will also examine the relationship between social emotional development, guidance practices, democratic life skills, and school readiness.

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

**TED 8210 THE PRINCIPLES OF MULTICULTURAL EDUCATION (3 credits)**

This course will develop practicing teachers' awareness of and skill in meeting the needs of P-12 students with regards to the areas of human understanding, acceptance and value. Candidates will examine existing attitudes towards various minority groups such as racial, ethnic, gender, exceptionality, etc. School materials and attitudes will also be examined in determining the effect they have on PK-12 students.

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

**TED 8220 PLAY AS A LEARNING MEDIUM IN EARLY CHILDHOOD EDUCATION (3 credits)**

This course provides an in-depth examination of young children's play and its curricular role in the early childhood classroom. The origins, developmental outcomes, assessment, curricular implementation, and evaluation of play will be covered, with an emphasis on play as a major component of developmentally appropriate practice with young children. The focus is on teachers learning to help children become partners in the operation of the learning environment.

**TED 8230 LITERATURE FOR THE YOUNG CHILD (3 credits)**

Literature for the young child is examined through the lens of developmentally appropriate practice for informing educators' interactions with children and also for developing high-quality, literature-related projects of study across the early childhood (birth-through-age-eight) continuum.

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

**TED 8240 FAMILY, SCHOOL, AND COMMUNITY PARTNERS (3 credits)**

This course will examine the purposes and methods for developing family, school, and community partnerships. Candidates will explore characteristics of diverse families and develop the skills necessary for planning, design, implementation, and evaluation of effective partnerships in early childhood settings.

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

**TED 8250 ASSESSMENT FOR CLASSROOM TEACHER (3 credits)**

This course studies assessment principles, effective practices, and classroom assessment processes throughout the curriculum. The research regarding assessment for learning is studied and application is made to classroom practices.

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

**TED 8260 ADVANCED CURRICULUM IN EARLY CHILDHOOD (3 credits)**

This course is designed to provide an in-depth examination of the processes used in selecting and implementing appropriate curricular content in programs for children ages three to eight years. Particular emphasis is on the role of the teacher as a dedicated practitioner and reflective scholar in the early learning environment.

**TED 8270 TRENDS IN EARLY CHILDHOOD EDUCATION (3 credits)**

This course provides a context for examining socio-political and research-based influences underlying trends in early childhood education at the local, national and international levels.

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

**TED 8280 INTRODUCTION TO HUMAN RIGHTS IN P-12 EDUCATION (3 credits)**

The course examines the intersection of human rights and P-12 education and prepares individuals to effectively work with and advocate for children and adolescents in educational settings. Students completing the course will be able to 1) demonstrate an increased understanding of fundamental human rights with a specific emphasis on education rights and the human rights of children and adolescents 2) create learning environments that elevate human rights in educational settings and 3) design developmentally appropriate instruction for children and adolescents on varied human rights topics.

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

**TED 8300 EFFECTIVE TEACHING PRACTICES (3 credits)**

This course focuses on specific characteristics and behaviors of effective teachers. Course content will be derived from research on teaching and learning.

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

**TED 8376 TEACHING AT THE MIDDLE LEVEL (3 credits)**

This course will provide candidates with a variety of middle level teaching techniques and strategies in their classrooms that have been identified in current research literature as appropriate for the middle level. This course is designed to introduce candidates to the unique characteristics of the middle student, school, curriculum, history, and philosophy. (Cross-listed with TED 4370).

**TED 8390 CLASSROOM MANAGEMENT IN PRACTICE (3 credits)**

This course will provide graduate students with a survey of general classroom management methods for classrooms. Candidates will enhance their understanding of three basic components of effective pedagogy: 1) proactive classroom management, 2) high-impact instructional strategies that impact student engagement and learning, 3) behavior management techniques that incorporate practice, feedback, research, and reflection.

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

**TED 8410 IMPROVEMENT OF INSTRUCTION: SPECIAL TOPICS (3 credits)**

This course provides an in-depth study of instructional theory, research, and methodology designed to extend teachers' professional knowledge base and enhance their pedagogical skills. When offered, a course may be limited to improvement of instruction in a selected subject area. (Cross-listed with STEM 8410).

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

**TED 8420 TRENDS AND TEACHING STRATEGIES IN SCIENCE EDUCATION (3 credits)**

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

**TED 8430 SCHOOL CURRICULUM PLANNING (3 credits)**

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

**TED 8470 TEACHING THE LANGUAGE ARTS (3 credits)**

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

**TED 8480 FOUNDATIONS OF BILINGUAL EDUCATION (3 credits)**

This course is designed to give future and current teachers a thorough understanding of the theoretical, political, historical, and practical foundations of bilingual/multicultural education in the United States. As dedicated practitioners, reflective scholars, and responsible citizens, graduate students will have knowledge of factors that contribute to effective multilingual and multicultural learning environments that promote individual and societal bilingualism. Advanced Spanish language proficiency required.

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

**TED 8490 SPANISH LANGUAGE ARTS (3 credits)**

This course is designed to reinforce first and second language acquisition theory as it relates to dual immersion settings. Best practices for developing and reinforcing bilingualism and biliteracy are presented and used for planning and delivering instruction. Spanish fluency is required for the course.

**Prerequisite(s)/Corequisite(s):** Graduate status required for graduate students pursuing the bilingual education endorsement and concentration (does not lead to a Nebraska Department of Education teaching endorsement). Advanced Spanish language proficiency required.

**TED 8510 AEROSPACE EDUCATION WORKSHOP (3 credits)**

This course will focus on aviation and space education and its impact on society. It will seek to communicate knowledge, impart skill, and develop attitudes relative to the scientific, engineering and technical as well as the social, economic and political aspects of aviation and space flight efforts. (Cross-listed with AVN 8510, STEM 8510).

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

**TED 8520 SCHOOL LIBRARY CAPSTONE (3 credits)**

Candidates will gain direct experience and an understanding of the theories, concepts and activities integral to public services, technical services, and the administration in a 21st Century library and information agency at an assigned field site. Candidates will demonstrate the ability to plan, develop, and implement programming and services for patrons and diverse learners in their schools and communities.

**Prerequisite(s)/Corequisite(s):** There are no course prereqs for the Capstone Practicum but candidates must be in the final 2 semesters of their library media program & must complete an application for the Practicum the semester prior to their practicum. Not open to non-degree grads.

**TED 8530 INSTRUCTIONAL DESIGN STRATEGIES FOR STEM EDUCATORS (3 credits)**

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

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

**TED 8540 DIGITAL CITIZENSHIP (3 credits)**

The course explores key concepts of Digital Citizenship pertaining to digital law, digital ethics, digital interaction, digital literacy, and cyber-security. The course addresses an educator's role as technology leader in both policy and practice to establish a responsible and robust digital learning community in P-12 schools.

**Prerequisite(s)/Corequisite(s):** Graduate Standing/Status

**TED 8550 TECHNOLOGY FOR CREATIVE AND CRITICAL THINKING (3 credits)**

Technology for Creativity and Critical Thinking investigates the use of visual media tools in P-12 digital learning environments. This course provides candidates an opportunity to develop leadership skills and dispositions relevant to advocacy initiatives addressing policy and best practice in the use of technology in P-12 schools.

**TED 8560 TECHNOLOGY FOR DIVERSE LEARNERS (3 credits)**

This course will engage candidates that facilitate the use of instructional technology, pedagogy, and strategies to better meet the needs of diverse learners. Candidates will explore categories of diverse learners relevant and specific to their own organizations and learning environments to ensure candidates can effectively research and implement assistive technology, instructional technology, and applications to enhance learning opportunities for children and youth.

**TED 8570 INTERNET IN THE LEARNING PROCESS (3 credits)**

This course is designed to help educators actively explore instructional implementations of Internet use appropriate for use in K-12 classrooms, successful diffusion of Internet innovations in educational environments, and emerging multicultural 'breaking down the walls of the classroom' concepts available to educators through Internet use.

**TED 8580 ONLINE TEACHING AND LEARNING (3 credits)**

Online Teaching and Learning is a course for education professionals that investigates the use of online tools for planning, preparing and assessing student learning in a digital environment. The course will prepare candidates to provide leadership for digital initiatives within learning organizations. The course encourages educators to explore methods of virtual lesson delivery and online assessment through direct instruction and online study.

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

**TED 8590 TEACHING AND LEARNING IN DIGITAL ENVIRONMENTS (3 credits)**

This course is an introduction to future-ready information and instructional technologies for use with children and youth. Course will cover a diverse array of technical literacies that serve as content and skill goals for today's children and youth in P-12 schools and other learning organizations.

**TED 8610 TEACHING OF WRITING THROUGHOUT THE CURRICULUM (3 credits)**

This course is designed to enhance candidates' knowledge of best practices in teaching writing. Candidates will learn about research supported appropriate writing instruction strategies and assessments. Candidates will be writing extensively throughout the course as they examine the varied ways writing genres extend throughout the curriculum. This course will inform candidates as dedicated practitioners, reflective scholars, and responsible citizens who can meet the challenges of their professions in a changing world.

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

**TED 8620 ADVANCED SUPPORT OF INSTRUCTIONAL TECHNOLOGY ENVIRONMENTS (3 credits)**

This course is designed for P-12 educators who wish to become better advocates of technology integration or become technology coordinators or school technicians. Course enrollees will evaluate and implement advanced strategies to keep technology up to date, effectively use technology, and properly manage technology in a school setting.

**TED 8650 CHILDREN'S LITERATURE AND EDUCATION (3 credits)**

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

**TED 8660 YOUNG ADULT LITERATURE (3 credits)**

This course extends candidates' knowledge of literature for young adults. The course addresses current trends in the genre and engages candidates in activities that support pedagogies in basic, visual, information and cultural literacies.

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

**TED 8695 LITERACY AND LEARNING (3 credits)**

This course examines ways in which reading and writing can facilitate student learning in content areas studies (e.g., science, social studies, physical education, art, music, and math). The main focus is on teaching practices that engage students and contribute to their learning, integrating their background knowledge and cultural experiences with content area literacy. (Cross-listed with TED 3690).

**TED 8700 ELEMENTARY EDUCATION CAPSTONE COURSE (3 credits)**

This course is designed as a required, final capstone course for Elementary Education graduate students to be taken in the last nine hours of the Master of Science program. A grade of B or better must be received in TED 8700 to show satisfactory completion of the course and for program completion.

**Prerequisite(s)/Corequisite(s):** Permission of the Elementary Education Program Chair. Not open to non-degree graduate students.

**TED 8710 RESEARCH AND INQUIRY (3 credits)**

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

**TED 8726 SPECIAL LIBRARIES AND INFORMATION AGENCIES (3 credits)**

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



**TED 8740 ORGANIZATION OF INFORMATION (3 credits)**

This course addresses current theory and best practice in descriptive and subject cataloging and classification of information resources that align with school library standards and guidelines. Candidates will demonstrate the ability to integrate the legal and ethical standards of their discipline in ensuring access to information and ideas for a diverse array of learners in schools and communities.

**TED 8746 ORGANIZATION OF INFORMATION (3 credits)**

Candidates will demonstrate a basic understanding of the theories, concepts and activities of descriptive and subject cataloging and classification procedures of information resources in 21st Century libraries and information agencies.

**TED 8760 MANAGING COLLECTIONS IN LIBRARIES AND INFORMATION AGENCIES (3 credits)**

Candidates will demonstrate an understanding of the theories, concepts and activities integral to proactive collection management in 21st Century libraries and information agencies. Candidates will demonstrate an understanding of community analysis, collection analysis, and the ability to conduct critical evaluations of a diverse array of information resources.

**TED 8770 INTEGRATING TECHNOLOGY INTO INSTRUCTIONAL DESIGN (3 credits)**

The purpose of this course is to introduce participants to effective methods for the integration of educational media into instructional design and provides participants (1) knowledge of broad instructional design theories and models with a concentration on constructivism, (2) experience in designing instruction that effectively integrates technology into the teaching-learning process, and (3) experience in producing instructional media. The course is intended to provide fundamentals in the selection, evaluation, production, application and utilization of educational media. This course is designed for in-service library media or instructional technology specialists as well as regular classroom teachers.

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

**TED 8800 MULTICULTURAL LITERATURE FOR CHILDREN AND YOUTH (3 credits)**

This is designed as a graduate-level course dealing with utilization of literary materials representing authors and content from multiple perspectives, particularly authors whose cultural and ethnic backgrounds differ from the mainstream.

**TED 8810 STEM IN EARLY CHILDHOOD EDUCATION: CURRICULUM AND RESEARCH (3 credits)**

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

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

**TED 8816 PRINCIPLES AND PHILOSOPHY OF INTEGRATING CAREER AND ACADEMIC EDUCATION (3 credits)**

This course presents the philosophies and principles/practices underlying how schools can better prepare students for the workplaces of the future with emphasis on the integration of career education within broader academic preparation. The roles and responsibilities of teachers, counselors, and administrators in implementing integrated approaches will be examined. (Cross-listed with TED 4810).

**TED 8820 CAPSTONE IN STEM EDUCATION (3 credits)**

This course will prepare graduate students for the integration, articulation, and differentiation of curriculum and instruction in and between the STEM core areas of Science, Technology, Engineering, and Mathematics. Special emphasis will be on using the STEM core content to help provide applications and context to existing science and mathematics curriculum and instruction and on providing leadership in developing curriculum for mathematics and science dependent courses in engineering and technology.

**Prerequisite(s)/Corequisite(s):** The student must be enrolled in one of the following concentrations: STEM, mathematics, science, technology; and be enrolled in the last six hours of their program of study. Not open to non-degree graduate students.

**TED 8830 LEADERSHIP AND MANAGEMENT IN SCHOOL LIBRARIES (3 credits)**

The course explores best practice for effective leadership and management of 21st Century school libraries. Candidates will gain a comprehensive knowledge of the theories, policies and processes involved in directing a school library in support of the personal and academic success of P-12 students. Candidates will explore and employ ethical codes of conduct in their profession to ensure school libraries meet the needs of their diverse array of patrons.

**TED 8840 ENGINEERING EDUCATION EXTERNSHIP (3 credits)**

This graduate course will address the best practice of effective teaching and learning in Engineering Education through professional collaboration between K-12 STEM (Science, Technology, Engineering, and Mathematics) teachers and practicing engineering professionals. K-12 STEM teachers, as graduate students in the course, will learn about and address real-world applications and career opportunities in STEM education through the externship. K-12 STEM teachers will research and develop authentic, experiential learning opportunities and projects for the classroom through course supports associated with lecture, discussion, and partnerships with practicing engineering professionals. The externship will be integral to the K-12 STEM teachers' experiences and work in this course, as the course models effective professional collaboration founded on experience, knowledge, and skills to achieve a curriculum enhancement goal. K-12 STEM teachers' project-development work will align closely with current national and Nebraska science, technology, and mathematics standards as well as with the interdisciplinary context of STEM instruction, through the instructional lens and context of utilizing the engineering design process. (Cross-listed with STEM 8840)

**Prerequisite(s)/Corequisite(s):** Graduate status. Not open to non-degree graduate students.

**TED 8850 PROFESSIONAL COLLABORATION (3 credits)**

This course is designed to prepare candidates to work in collaboration with other professionals and parents to create a learning environment that enhances the potential for academic success and improvement of instructional practices. The focus will be on collaborative problem solving. (Cross-listed with SPED 8980).

**Prerequisite(s)/Corequisite(s):** Admission to Graduate College.

**TED 8856 COORDINATION TECHNIQUES IN 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 4850).

**TED 8860 INVENTION & INNOVATION IN ENGINEERING EDUCATION (3 credits)**

This course will address emerging trends in STEM education for in-service K-12 STEM teachers with a focus on the use of engineering education practices in teaching and learning content. STEM teachers will receive applicable, hands-on, classroom-ready experiences through lecture, professional instruction, and projects that will emphasize product design and creation through the Engineering Design Process. The Engineering Design Process will be central to the candidates' experiences in this course and will be used by the candidates to develop curriculum utilizing emerging trends to supplement current course content and standards. Interdisciplinary planning will be central to the course. (Cross-listed with STEM 8860).

**Prerequisite(s)/Corequisite(s):** Graduate status is required.

**TED 8880 LEADERSHIP IN EARLY CHILDHOOD EDUCATION (3 credits)**

This course seeks to prepare candidates with leadership skills in the early childhood field that will empower them to initiate and implement changes in programs serving young children and families. Candidates will explore and apply frameworks of leadership and analyze policy, governance, and power structures that can impact change. Candidates will also learn effective advocacy skills to positively influence policies and practices in program and governance structures. Lastly, candidates will examine approaches for developing new leaders in early childhood education through reflective supervision and mentorship.

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

**TED 8900 SECONDARY EDUCATION GRADUATE CAPSTONE (3 credits)**

The Secondary Education Graduate Capstone course provides candidates with an opportunity to apply the knowledge, skills, and dispositions acquired during their program to content specific synthesis activities in their respective disciplines. Candidates will demonstrate their ability to integrate information from program coursework in the design, development and presentation of a final capstone project related to teaching and learning in 21st Century educational environments.

**Prerequisite(s)/Corequisite(s):** 30 credit hours towards degree completion; Permission required by Program Advisor. Not open to non-degree graduate students.

**TED 8970 INDEPENDENT STUDY (1-3 credits)**

This is a specially designed course taken under the supervision of a graduate faculty member to accommodate the student who has identified a focus of study not currently available in the departmental offerings and who has demonstrated capability for working independently.

**Prerequisite(s)/Corequisite(s):** Permission of Department and Graduate Faculty member.

**TED 8980 PRACTICUM: VARIOUS CONTENT AREAS (1-6 credits)**

This course is designed to provide school professionals with a guided, supervised, field experience that will develop and enhance the knowledge, skills, and dispositions requisite of a successful educational practitioner.

**Prerequisite(s)/Corequisite(s):** Prerequisites for the course will vary, depending on the content/discipline area. See syllabus for specific discipline area.

**TED 8990 THESIS (1-6 credits)**

This course is an independent research project completed under the direction of a thesis advisor and required of all candidates pursuing a Master of Science with Thesis option.

**Prerequisite(s)/Corequisite(s):** Completion of Selective Retention and approval of advisor. Not open to non-degree graduate students.

**TED 9100 THEORIES, MODELS, AND PRACTICES OF LITERACY (3 credits)**

This course develops a framework about the theories, models, practices, processes, and related research associated with literacy. The content looks across grade levels and student populations, and across social and cultural contexts in an examination of factors that impact theories and processes of literacy.

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

**TED 9110 PRINCIPLES AND PRACTICES FOR TEACHING READERS (3 credits)**

This graduate course for both elementary and secondary teachers is open to any candidate who has graduate standing in education. The purpose of the course is to develop a broad understanding of the reading process as well as materials and instructional strategies that support students who are emerging, developing, and maturing as readers in all areas of the curriculum.

**TED 9130 ASSESSMENTS AND INTERVENTIONS - ELEMENTARY (3 credits)**

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

**TED 9140 ASSESSMENT AND INTERVENTION - SECONDARY (3 credits)**

This course is designed for graduate candidates in literacy endorsement and Master's programs. The purpose of this course is to develop an understanding of theory and research as it relates to assessment and evaluation and instructional approaches as they relate to reading difficulties among middle and high school students. Included in this course is knowledge about the role and responsibility of a literacy leader as it relates to coaching, mentoring, supervision, and evaluation of a reading program. Application of this information is demonstrated through a practicum experience with middle and high school students.

**Prerequisite(s)/Corequisite(s):** TED 9100; TED 9110 concurrent with, or prior to TED 9140.

**TED 9180 LITERACY RESEARCH SEMINAR (3 credits)**

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

**TED 9190 LITERACY GRADUATE CAPSTONE (3 credits)**

This course is designed to help Literacy Masters students synthesize the knowledge gained from the program in order to serve as literacy leaders within the complex organizations of classrooms, schools, and school districts. In this course students will integrate their learning across the program in order to organize their future activities in teaching, leadership, advocacy, and engagement opportunities in ways that honor the interrelationships among classroom, school, sociocultural and economic contexts. They will prepare to engage with all literacy education stakeholders in cutting edge, innovative ways that advance both the learning of PK-12 students and the literacy education field.

**Prerequisite(s)/Corequisite(s):** This course is designed as a capstone event. Accordingly, students must have no more than 6 additional remaining credit hours of coursework. Permit to enroll required.

**TED 9200 CRITICAL PEDAGOGY: TEACHING FOR SOCIAL JUSTICE (3 credits)**

This course examines ways in which ideology, power, and culture intersect in P-12 educational settings. Undemocratic, inequitable, and oppressive structures are identified. Possibilities for democratic, equitable transformations are proposed.

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

**STEM 8030 EVOLUTION: FROM GENOMES TO ECOSYSTEMS (3 credits)**

This course will prepare students to evaluate and discuss evolution as an underlying concept in all of biology. Further, it will provide a comprehensive overview of evolutionary processes related to the evolution of genomes, development, physiology, morphology, behavior, and ecosystems. (Cross-listed with BIOL 8030).

**Prerequisite(s)/Corequisite(s):** Courses for graduate admission or equivalent, or with permission of instructor.

**STEM 8040 TOPICS IN MATHEMATICAL COMPUTING (3 credits)**

This course focuses on the current state-of-the-art technology that is either designed for or is uniquely suitable for teaching mathematics. (Cross-listed with MTCH 8040)

**Prerequisite(s)/Corequisite(s):** MATH 2200 or equivalent or approval of instructor.

**STEM 8050 DATA-DRIVEN DECISION MAKING FOR EDUCATORS (3 credits)**

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

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

**STEM 8170 ECOSYSTEM ANALYSIS FOR EDUCATORS (3 credits)**

This course is designed for education graduate students who wish to take a field-based biology course that uses an interdisciplinary approach to understanding the ecosystem of the tallgrass prairie. This course engages graduate students in methods reflecting multidisciplinary STEM strategies (e.g. scientific inquiry, modeling, geographic information system mapping, etc.) associated with research taking place at the Glacier Creek Preserve. Graduate students completing this course will develop advanced knowledge of ecology, restoration ecology, and monitoring of prairie habitat restoration. Graduate students will focus on the technical, biogeochemical, ecological and cultural aspects of analyzing and restoring the prairie ecosystem and its various habitats. (Cross-listed with BIOL 8170)

**Prerequisite(s)/Corequisite(s):** Graduate Standing or Permission from the Instructor.

**STEM 8410 IMPROVEMENT OF INSTRUCTION: SPECIAL TOPICS (3 credits)**

This course provides an in-depth study of instructional theory, research, and methodology designed to extend teachers' professional knowledge base and enhance their pedagogical skills. When offered, a course may be limited to improvement of instruction in a selected subject area. (Cross-listed with TED 8410).

**STEM 8420 TRENDS AND TEACHING STRATEGIES IN SCIENCE EDUCATION (3 credits)**

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

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

**STEM 8430 SCHOOL CURRICULUM PLANNING (3 credits)**

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

**STEM 8450 BIOLOGY EDUCATION RESEARCH METHODS (3 credits)**

In this course, students will learn the methods of conducting pedagogical research in Biology, understand how people learn the concepts, practices, and ways of thinking in science and engineering; understand the nature and development of expertise in a discipline; help identify and measure appropriate learning objectives and instructional approaches that advance students toward those objectives; contribute to the knowledge base in a way that can guide the translation of statistical findings to classroom practice; and identify approaches to make science and engineering education broad and inclusive. Students will work with live data sets to evaluate effective pedagogical approaches in the biology classroom of various audiences (K-16).

**STEM 8510 AEROSPACE EDUCATION WORKSHOP (3 credits)**

This course will focus on aviation and space education and its impact on society. It will seek to communicate knowledge, impart skill, and develop attitudes relative to the scientific, engineering and technical as well as the social, economic and political aspects of aviation and space flight efforts. (Cross-listed with TED 8510, AVN 8510)

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

**STEM 8530 INSTRUCTIONAL DESIGN STRATEGIES FOR STEM EDUCATORS (3 credits)**

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

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

**STEM 8810 STEM IN EARLY CHILDHOOD EDUCATION: CURRICULUM AND RESEARCH (3 credits)**

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

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

**STEM 8840 ENGINEERING EDUCATION EXTERNSHIP (3 credits)**

This graduate course will address the best practice of effective teaching and learning in Engineering Education through professional collaboration between K-12 STEM (Science, Technology, Engineering, and Mathematics) teachers and practicing engineering professionals. K-12 STEM teachers, as graduate students in the course, will learn about and address real-world applications and career opportunities in STEM education through the externship. K-12 STEM teachers will research and develop authentic, experiential learning opportunities and projects for the classroom through course supports associated with lecture, discussion, and partnerships with practicing engineering professionals. The externship will be integral to the K-12 STEM teachers' experiences and work in this course, as the course models effective professional collaboration founded on experience, knowledge, and skills to achieve a curriculum enhancement goal. K-12 STEM teachers' project-development work will align closely with current national and Nebraska science, technology, and mathematics standards as well as with the interdisciplinary context of STEM instruction, through the instructional lens and context of utilizing the engineering design process. (Cross-listed with TED 8840)

**Prerequisite(s)/Corequisite(s):** Graduate status. Not open to non-degree graduate students.

**STEM 8860 INVENTION & INNOVATION IN ENGINEERING EDUCATION (3 credits)**

This course will address emerging trends in STEM education for in-service K-12 STEM teachers with a focus on the use of engineering education practices in teaching and learning content. STEM teachers will receive applicable, hands-on, classroom-ready experiences through lecture, professional instruction, and projects that will emphasize product design and creation through the Engineering Design Process. The Engineering Design Process will be central to the candidates' experiences in this course and will be used by the candidates to develop curriculum utilizing emerging trends to supplement current course content and standards. Interdisciplinary planning will be central to the course. (Cross-listed with TED 8860)

**Prerequisite(s)/Corequisite(s):** Graduate status is required.

**STEM 8910 CAPSTONE IN CS EDUCATION (3 credits)**

This course will allow graduate students, as an individual or as part of a group, to study and analyze specific problems related to teaching computing in schools. Projects will be concerned with the curriculum and/or instruction of computing and should address a broad scope of application rather than a specific level. (Cross-listed with CSTE 8910).

**Prerequisite(s)/Corequisite(s):** Student must have completed 21 hours in the Masters of CS Education program.