DEPARTMENT OF TEACHER EDUCATION

College of Education

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Master of Arts in Education

- Curriculum and Instruction - (http://catalog.unk.edu/graduate/departments/teacher-education/curriculum-instruction-mae/) Master of Arts in Education Degree
  - Early Childhood Education Concentration (http://catalog.unk.edu/graduate/departments/teacher-education/curriculum-instruction-mae/#requirementstext)
  - Elementary Education Concentration (http://catalog.unk.edu/graduate/departments/teacher-education/curriculum-instruction-mae/#requirementstext)
  - Reading/Special Education Concentration (http://catalog.unk.edu/graduate/departments/teacher-education/curriculum-instruction-mae/#requirementstext)
  - English as a Second Language Concentration (http://catalog.unk.edu/graduate/departments/teacher-education/curriculum-instruction-mae/#requirementstext)
  - Secondary Education Concentration (http://catalog.unk.edu/graduate/departments/teacher-education/curriculum-instruction-mae/#requirementstext)
  - Instructional Effectiveness Concentration (http://catalog.unk.edu/graduate/departments/teacher-education/curriculum-instruction-mae/#requirementstext)
  - Transitional Certification Concentration (http://catalog.unk.edu/graduate/departments/teacher-education/curriculum-instruction-mae/#requirementstext)
  - STEM (Science, Technology, Engineering and Math) (http://catalog.unk.edu/graduate/departments/teacher-education/curriculum-instruction-mae/#stem) Concentration
  - Montessori - Early Childhood Concentration (http://catalog.unk.edu/graduate/departments/teacher-education/curriculum-instruction-mae/#Montessori-Early Childhood^Montessori - Early Childhood)
  - Montessori - Elementary I Concentration (http://catalog.unk.edu/graduate/departments/teacher-education/curriculum-instruction-mae/#Montessori-Elem1^Montessori - Elementary I)
  - School Librarian Concentration (http://catalog.unk.edu/graduate/departments/teacher-education/curriculum-instruction-mae/#School Linrarian^School Librarian)
  - Reading for International Educators (http://catalog.unk.edu/graduate/departments/teacher-education/curriculum-instruction-mae/#rie)
- Reading PK-12 (http://catalog.unk.edu/graduate/departments/teacher-education/reading-pk-12-mae/) - Master of Arts in Education Degree
- Special Education (http://catalog.unk.edu/graduate/departments/teacher-education/special-education-mae/) - Master of Arts in Education Degree
  - High Ability Education (Gifted) Emphasis (http://catalog.unk.edu/graduate/departments/teacher-education/special-education-mae/#requirementstext)
  - Advanced Practitioner Emphasis (http://catalog.unk.edu/graduate/departments/teacher-education/special-education-mae/#requirementstext)
  - Special Education Emphasis (http://catalog.unk.edu/graduate/departments/teacher-education/special-education-mae/#requirementstext)

Master of Science in Education

- Learning, Design & Technology (http://catalog.unk.edu/graduate/departments/teacher-education/learning-design-technology-mse/) - Master of Science in Education Degree
  - Learning & Design Technology Concentration (http://catalog.unk.edu/graduate/departments/teacher-education/learning-design-technology-mse/#requirementstext)
  - Leadership in Instructional Technology Concentration (http://catalog.unk.edu/graduate/departments/teacher-education/learning-design-technology-mse/#requirementstext)
  - School Librarian Concentration (http://catalog.unk.edu/graduate/departments/teacher-education/learning-design-technology-mse/#requirementstext)
  - Information Technology Concentration (http://catalog.unk.edu/graduate/departments/teacher-education/learning-design-technology-mse/#requirementstext)

Post-Baccalaureate Transitional Certification Program (http://catalog.unk.edu/graduate/departments/teacher-education/post-baccalaureate-transitional-certification-program/) Teacher Education (TE)

TE 800 – Education Research   3 credit hours
This introductory web-based course in educational research focuses on evaluating and interpreting educational research and applying its findings to educational practice. The course will provide opportunities for students to (a) define and differentiate between and among basic, applied, and action research and explain how each contributes to practice; (b) conduct and interpret preliminary, primary, and secondary sources of research in both online and hard copy formats; (c) compare and contrast various research designs, and (d) analyze qualitative and quantitative research methodology. This will include the use of statistical techniques and conditions to describe educational phenomena and to determine the validity and reliability of research methods, case studies, critical-theory, historical, and ethnographical methodology.

TE 803 – Philosophy of Education   3 credit hours
Survey of the philosophical foundations of western culture and their relation to the development of earlier and contemporary educational philosophies.

TE 804 – Curriculum Development in Multicultural Education   3 credit hours
Students learn to evaluate, create, and implement multicultural lesson plans, unit plans, textbooks, curriculum guides, classroom rules and regulations, and school policies. In addition, students study diverse learning and teaching styles as well as explore the meaning and the reality of creating an environment that is conducive to and supportive of infused multicultural education.

TE 805P – Overview of Assistive Technology   3 credit hours
This course examines the applications of assistive technology for individuals with disabilities as it relates to teaching and learning. Existing research with students with special needs will be reviewed and new applications of existing and developing technology will be explored.

TE 808P – Human Relations   1-3 credit hours
This course meets the Nebraska Department of Education Human Relations requirement for certificate renewal. Participants will develop skills in guiding student learning in an environment of respect for diversity, personal values, and heritage.
Total Credits Allowed: 3.00

TE 809P – Curriculum Implementation   3 credit hours
This course addresses the curriculum implementation process, theoretical concepts associated with the implementation process, and related implementation issues, including the contested nature of the curriculum and the relationship between curriculum and equity issues. This information is used to critique current curriculum implementation efforts in the public school setting and to develop curriculum for use in the classroom. The course includes a writing component.

TE 810 – Instructional Design for Learning   3 credit hours
This course focuses on the principles of instructional design and how to apply these principles in teaching and learning processes. The course explores and analyzes various instructional design models by focusing on a series of interrelated procedures and techniques to design, develop, revise, implement, and evaluate instruction for diverse learners. This process allows the educators to decide which model would most benefit them professionally to maximize their students' learning. Formative and summative assessments aligned with content and technology standards and use of resulting data to inform learning and teaching will be emphasized.

TE 815P – The Effective Teacher: Enhancing Classroom Instruction   3 credit hours
This course is designed to provide participants with research and experience based information, strategies, techniques and hands-on activities they can use to improve and enrich the quality of their teaching and to increase the probability of learning and success of their students.

TE 816A – Practicum: Education   3 credit hours
This course is designed to provide a practical experience for students in the area(s) of Early Childhood Inclusive, specific subject endorsement areas, the post-baccalaureate endorsement in teaching English as a second language, or for individuals who have allowed their teaching certificate to expire and are seeking re-certification. Full time teaching is to be completed by the student for the number of weeks assigned based on the educational program. Students will be directly supervised by their cooperating teachers (where applicable) and university faculty. The specific setting will be determined by the supervising faculty from the University and the student.
Total Credits Allowed: 18.00

TE 816B – Practicum: Reading   3 credit hours
Students participate in supervised remedial tutoring of individual children or small groups of children having similar reading disabilities.
Prerequisite: TE 845 and TE 846 or department permission

TE 816C – Practicum: Reading-Primary K-3   1 credit hour
This course focuses on the application of the newest innovations in reading and language arts instruction. This involves supervised remedial tutoring of individual children or small groups of children having similar reading disabilities. The course also provides opportunities for the student to evaluate and assess the reading problems of primary school children (K-3) and to select materials for remediation.
Prerequisite: TE 845 and TE 846

TE 816D – Practicum: Reading-Intermediate 4-6   1 credit hour
This course focuses on the application of the newest innovations in reading and language arts instruction. This involves supervised remedial tutoring of individual children or small groups of children having similar reading disabilities. The course also provides opportunities for the student to evaluate and assess the reading problems of intermediate school children (4-6) and to select materials for remediation
Prerequisite: TE 845 and TE 846

TE 816E – Practicum: Reading-Middle/Secondary 7-12   1 credit hour
This course focuses on the application of the newest innovations in reading and language arts instruction. This involves supervised remedial tutoring of individual children or small groups of children having similar reading disabilities. The course also provides opportunities for the student to evaluate and assess the reading problems of middle school/secondary students and to select materials for remediation
Prerequisite: TE 845 and TE 846

TE 816G – Practicum: Curriculum & Instruction Graduate Practicum   3 credit hours
This course focuses on the application of the knowledge and skills in the student's Curriculum and Instruction Graduate Program and Concentration Area. The course includes the development of an instructional project involving the collection and analysis of P-12 student learning data and also includes supervised teaching.

TE 820 – Teacher Leadership   3 credit hours
Effective leaders are needed in our communities, businesses, and schools, as well as in our government agencies and our social institutions if our democratic society is to meet the economic and social challenges generated from a constantly changing world. As schools continue to change and evolve to address a variety of learning, human, and community needs teachers have become instrumental in leading and managing changes in their classrooms, in their schools, and in their communities; consequently, the demands associated with teacher leadership will continue to change as well. Accordingly, the preparation of teacher leaders should focus on the development of a broadly applicable base of knowledge and skills for those serving in a variety of roles. This class is designed to assist graduate students in developing the knowledge and skills that will enable them to provide the teacher leadership our classrooms, our schools, and our communities need and deserve.

TE 824 – Language Development for English Language Learners   3 credit hours
This course explores language development with a focus on phonology, dialects, multilingualism, and the connection between language and culture. It introduces the major domains of language with a focus on form (morphology), content (semantics), and use (pragmatics). Spoken and written language development will be covered with a focus on bilingual language development. This course requires careful reading and students are expected to develop clear analytical thinking and competence in written communication.

TE 825 – English Language Learners (ELL): Culture, Civil Rights, and Advocacy   3 credit hours
The purpose of this course is to provide graduate students seeking the English as a Second Language Endorsement the opportunity to explore the changing demographics underlying the presence of language minority students in the public schools, the acculturation process, the terminology of second language education, immigration issues for English Language Learners students (ELLs), and the federal and state laws that impact ELLs and their families. Special attention is given to identifying the attitudes, skills, and behaviors which the teacher needs to develop a welcoming classroom and school climate in which ELLs can learn and become a part of the community. This course will hopefully transform graduate students to act as effective advocates for ELLs in K-12 schools.

TE 826 – Content Methods & Strategies for Teaching English As A Second Language   3 credit hours
This course has been designed to present content methods and teaching strategies to promote inclusion of English Language Learners (ELLs) in regular K-12 classrooms. As a result of the No Child Left Behind Act (2001) and the school assessments which include English Language Learners, mainstream and ESL teachers face increasingly demanding accountability standards. In most cases, ELLs are tested on content areas after one year in school. In other words, ELLs can no longer be treated as invisible students. The issue of access to knowledge, one of the bedrocks in the renewed teacher education program at UNK, critical for schools facing these accountability standards. This course will also focus on the twin goals of helping ELLs learn social (BICS) and academic (CALPS) English while providing content instruction. These are daunting tasks and as any ESL teacher will tell you, these goals are not always achieved because of the many compromises forced upon students and teachers by an educational system that has traditionally not had to deal with linguistic diversity.

TE 827 – Teaching English to Speakers of Other Languages (TESOL)   3 credit hours
This course addresses the foundations of Teaching English as a Second Language, including the historical origins, theories, professional practices, and current trends both in the United States and around the world.

TE 828 – Infusing STEM in the K-8 Classroom   3 credit hours
The Infusing STEM in the K-8 Classroom course is designed to help graduate students develop their knowledge and ability to teach using STEM practices at the elementary or middle school level. The course will emphasize the rationale and techniques used to develop and implement STEM practices in grades K-8. Assignments will involve review of literature, evaluation of curricula, development of teaching activities and involvement in educational technology and its application to teaching and learning.
Prerequisite: TE 853D or TE 853F or TE 853G Recommended (one technology course) TE 886 or TE 866 or TE 878

TE 829 – Implementing Universal Design for Learning in School Settings   3 credit hours
Focus on understanding Universal Design for Learning (UDL) and how to implement it effectively in school settings to address needs associated with learner variability.

TE 831 – Professional Skills & Knowledge I   6 credit hours
TE831 is the first of three 6-hour courses which, followed by student teaching, together comprise an alternative pathway to 7-12 teacher certification (6-12, 5-9, and K-12 in some subjects) in Nebraska in selected disciplines. TE831 builds understanding of the community and professional foundations of public schooling and provides information relating to the curriculum strands of Student Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content, Assessment, Planning for Instruction, Instructional Strategies, Professional Learning and Ethical Practice, Leadership and Collaboration, Human Relations, and Special Education.
Prerequisite: Admission to Transitional Certification Program

TE 832 – Professional Skills and Knowledge II   6 credit hours
TE832 is the second of three 6-hour courses which, with student teaching, together comprise an alternative pathway to grades 7-12 teacher certification (6-12 and K-12 in some subjects) in Nebraska in selected content endorsement areas. TE832 builds upon the understanding of the foundations of public schooling addressed in TE831 and provides additional training relating to the curriculum strands of Foundations of Education, Methods, and Materials of Teaching, Assessment of Student Learning, and Human Growth and Development. Additionally, TE832 requires a minimum of 35 hours of subject-specific applications in a supervised, directed field experience in an approved classroom setting for those who are not currently employed as teachers.
Prerequisite: TE 831 and Admission to the Transitional Certification Program

TE 833 – Context of Education   6 credit hours
TE833 is the third of three 6-hour courses which, with student teaching, together comprise an alternative pathway to 7-12 teacher certification (6-12, 5-9, and PK-12 in some subjects) in Nebraska in selected content endorsement areas. TE833 builds upon the understanding of the community and professional foundations of public schooling addressed in TE831 and TE832, and provides additional training relating to the curriculum strands of Student Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content, Assessment, Planning for Instruction, Instructional Strategies, Professional Learning and Ethical Practice, Leadership and Collaboration, Human Relations, and Special Education. Additionally, for those who are not currently employed as teachers, TE833 requires a minimum of 35 hours of subject-specific field experience in a supervised, directed field experience in an approved classroom setting appropriate to their endorsement area(s).
Prerequisite: TE 832 and Admission to the Transitional Certification Program and Admission to Teacher Education Program

TE 834 – Clinical Practice 1: Introduction to Transitional Student Teaching   3 credit hours
TE834 is the first of two 3-hour student teaching experiences for transitional permit teachers which, together with TE835: Clinical Practice 2: Transitional Student Teaching 2, comprise the student teaching requirement for the completion of the professional education sequence in UNK's Teacher Education Program for the transitional pathway to PK-12/6-12/7-12 teacher certification in Nebraska in selected endorsement areas. TE834 and TE835 students are teachers who work under a transitional permit in approved PreK-12 schools, and as such, function as paid interns.
Prerequisite: Admission to Transitional Certification Program

TE 835 – Clinical Practice 2: Transitional Student Teaching   3 credit hours
TE835 is the second of two 3-hour student teaching experiences for transitional permit teachers which, together with TE834: Clinical Practice 1: Introduction to Student Teaching, comprise the student teaching requirement for the completion of the professional education sequence in UNK's Teacher Education Program for the alternative pathway to teacher certification in Nebraska in selected disciplines. TE834 and TE835 students are transitional permit teachers who work full time in approved PreK-12 schools, and as such, function as paid interns.
Prerequisite: TE 833 and TE 834 and Admission to Transitional Certification Program and Admission to Teacher Education Program

TE 836 – Clinical Practice: Student Teaching   6 credit hours
TE836 is the student teaching experience for transitional and alternative permit teachers and for non-employed completers of the professional education sequence in UNK's Teacher Education Program for teacher certification in Nebraska in selected disciplines. TE836 students who are transitional or alternative permit teachers work in approved PreK-12 schools, and as, such function as paid interns.
Prerequisite: TE 833 and Admission to Transitional Certification Program and Admission to Teacher Education Program

TE 845 – Contemporary Theory & Practice in Reading   3 credit hours
This course will provide students with an opportunity to investigate the theoretical background of the reading process and analyze instructional practices in developmental reading at the elementary school level.

TE 846 – Literacy, Assessment, and Instructional Intervention   3 credit hours
This course focuses on enhancing graduate student knowledge and understanding of a variety of literacy assessments in order to improve literacy abilities of educationally disabled readers and writers. Graduate students enrolled in this course will learn to administer, score, and interpret literacy assessments. They will utilize resulting assessment data to design appropriate instructional interventions. This course is a prerequisite for TE 816B, Reading Practicum.

TE 847P – History and Philosophy of the Middle School   3 credit hours
This course addresses the social, political, and economic forces which accompanied the development of middle schools, along with middle school philosophy and its implications for instructional programs and practices.

TE 848 – Formative Assessment & Successful Acad Interventions for Elem School Math   3 credit hours
This class will emphasize various formative assessment methods for math, diagnosis of common computational errors, and interventions for errors. Types of errors will be illustrated and suggested corrective procedures will be explored utilizing conceptual teaching with appropriate concrete models. Error patterns based on faulty learned mathematical concepts, the corrective procedures for developing or redeveloping those basic mathematical concepts and development of remediation materials will be illustrated. References to the National Council of Teachers of Mathematics will be discussed and emphasized throughout the course.

TE 850 – Elementary School Curriculum   3 credit hours
This class focuses on the principles and trends in elementary curriculum development and a study of the various types of curricula in the elementary school as related to organization patterns. Procedures for continuous evaluation and improvement of local elementary curricula are stressed, including administration and supervision factors and relationship to the affected areas of curriculum.

TE 851 – Principles of Early Childhood Education   3 credit hours
Acquaints students with the knowledge and skills required to develop, administer and supervise early education, childcare, and early intervention programs, serving children with and without disabilities, birth to age 8. Students will implement a strengths-based approach and apply cultural sensitivity to support families from diverse cultural, linguistic, and economic backgrounds and situations.

TE 852 – Issues and Trends in Early Childhood Education   3 credit hours
This course is designed to provide graduate students with an understanding of the political and social issues facing the early childhood field, how these are effecting systemic change, and ways to respond to those changes. Students will also examine a number of historical and current early initiatives and their effect upon young children and families, and evaluate the strengths and weaknesses of various models of early childhood programs.

TE 853A – Improvement of Instruction in Early Childhood Education   3 credit hours
This course is designed to present the most recent research literature and teaching strategies as they relate to the curriculum content advocated for young children, with and without exceptionalities, including those from low-income families or who are linguistically or culturally diverse. Students will learn to evaluate curriculum, and to design, adapt, and implement quality instruction for young children with diverse educational needs.

TE 853B – Improvement of Instruction in Mathematics Grades PK-8   3 credit hours
This interactive and collaborative course will focus on improving classroom instruction for preschool, elementary, and middle school children up to grade 8. Students will access multiple resources available to mathematics teachers in order to broaden and deepen their understanding of developmentally appropriate and differentiated learning experiences for their own students. Students will explore and be encouraged to utilize the latest research-based teaching and assessment methods as advocated by the National Council of the Teachers of Mathematics (NCTM), as well as examine and revise their own personal philosophy of teaching mathematics.

TE 853C – Improvement of Instruction in Elementary School Language Arts   3 credit hours
Attention is directed to the newest innovations in language arts instruction, (reading, writing, listening, speaking) and to the selection of materials for diagnostic and instructional programs. Students will evaluate the various teaching techniques through a comparative study of current programs in elementary language arts, (Reading, writing, listening, speaking).

TE 853D – Improvement of Instruction in Elementary School Science   3 credit hours
An examination of current literature and practices is made relative to science content, methods, and materials in elementary school science.

TE 853E – Improvement of Instruction in Elementary School Social Studies   3 credit hours
Students completing this course will have an opportunity to examine current literature and programs in elementary social studies and to reevaluate their teaching of the social studies.

TE 853F – Improvement of Instruction in Mathematics for Grades PK-3   3 credit hours
This course will focus on improving classroom instruction beginning in the primary grades up to grade 3 as advocated by the National Council of the Teachers of Mathematics (NCTM). Students will be provided with the opportunity to become familiar with many of the resources available to mathematics teachers as they broaden their understanding of developmentally appropriate learning experiences for your students (which utilize the latest research-based teaching and assessment methods). Students will also examine and revise their personal philosophy of teaching mathematics in a classroom in this supportive, interactive and collaborative course.

TE 853G – Improvement of Mathematics Instruction for Grades 4-8   3 credit hours
This course will focus on improving classroom instruction in the Intermediate and Middle School grades (4th-8th) as advocated by the National Council of the Teachers of Mathematics (NCTM). Students will be provided with the opportunity to become familiar with many of the resources available to intermediate and middle school mathematics teachers as they broaden their understanding of developmentally appropriate learning experiences for their students (which utilize the latest research-based teaching and assessment methods). Students will also examine and revise their personal philosophy of teaching mathematics in a Intermediate classroom in this supportive, interactive and collaborative course.

TE 854 – Reading in the Content Areas   3 credit hours
Students completing this course will have an opportunity to examine the nature of the reading process and the kinds of particular problems teachers in content areas of middle and secondary school face daily. It will also provide the teacher with the ability to apply specific strategies in helping those students having difficulty reading the materials necessary for specific content areas.

TE 857 – Early Communication, Language and Literacy   3 credit hours
Students will gain an understanding of early speech and language development and related emergent language and literacy skills, and how these may be influenced by cultural, linguistic, or exceptionality factors. Students will learn how to develop, evaluate, and implement early literacy materials and assessments for children with diverse educational needs ages 0-5 in program, school, and clinical settings.

TE 860 – Introduction to Gaming in Education   3 credit hours
This course will introduce fundamental theories of game design and their application in education. Students will learn how to select and evaluate educational games for specific learning objectives and subject matters; design engaging educational games with appropriate goals, challenges, rewards, and feedback; rapidly prototype game ideas for testing and promotion; and create simple educational games/simulations that can be used in classroom.

TE 864 – Digital Storytelling   3 credit hours
This course focuses on storytelling as a digital medium; as a powerful strategy for individual, library, and classroom instruction; and as a persuasive tool in educational settings. Students will design curriculum-based instruction using digital storytelling strategies for use with students in the school library or classroom setting, as well as learn to create personal and persuasive digital stories.
Prerequisite: Graduate status

TE 866 – Motivating the 21st Century Learner   3 credit hours
This course focuses on exploring research-based principles for motivating PK-12 students with the aim of fostering in them a disposition of lifelong learning. Topics include: strategies for fostering intrinsic motivation, using technology to stimulate learning, strategies for motivating the reluctant learner, and maintaining your own motivation as an educator. The course emphasis is on the practical application of strategies customized to the graduate student¿s own field of educational interest.
Prerequisite: Graduate status

TE 867 – Traditional Storytelling   3 credit hours
This course focuses on storytelling as an oral tradition and as a powerful tool for differentiating instruction. Students will design curriculum-based instruction using storytelling strategies for use with students in the school library or classroom setting, as well as with special needs audiences. Additionally, students will have the opportunity to learn traditional storytelling techniques in a friendly, low-key environment. Prerequisite: Graduate status

TE 868 – Copyright, Fair Use, and Ethics   3 credit hours
This course focuses on the ethical use of copyrighted material and Fair Use Guidelines as they relate to education and business training.

TE 869 – Introduction to School Library Program   3 credit hours
This course is an overview of selected school library topics: current trends, genres, issues, and instructional and motivational strategies in children's and adolescent literature; school library and educational professional ethics including issues concerning the individual, society, and the profession; and an introduction to information literacy.

TE 870 – Developing Web-Based Portfolios   3 credit hours
This course will focus on planning, revising, and developing web-based working and academic portfolios. Tools such as web editors and image editing software will be used. Student will create a working portfolio to use during their academic programs.

TE 871 – Collection Development and Management   3 credit hours
Collection Development and Management is designed to provide the student with the basic competencies needed for print and non-print collection selection, development and evaluation.
Prerequisite: TE 869

TE 872 – Organization of School Library and Technology Resources   3 credit hours
Students will learn a variety of techniques for providing access to resources, including exploring the types and functions of automation systems and basic methods and procedures of cataloging and classification within a school library program.
Prerequisite: TE 869

TE 873 – Reference Services and Resources   3 credit hours
This course will focus on the range of reference resources which support the school library media center, including the evaluation and use of print and electronic reference sources, reference procedures, and the instructional role of reference resources in the overall school curriculum.
Prerequisite: TE 869

TE 874 – Production of Instructional Resources   3 credit hours
This course will focus on instructional design principles and will develop competencies in applying them to specific learning objectives within the overall production process. In addition, students will develop skills in integrating the technology products into the curriculum.

TE 875 – Administration of the School Library   3 credit hours
This course will focus on the administration of the school library program's mission, budgeting, supervision of personnel, planning, resource needs, communication within the school and public communities, the role of the information specialist in the instructional process, and the interrelationships of information agencies.
Prerequisite: TE 869

TE 876 – Integration of Curriculum and Digital Technology   3 credit hours
This course focuses on the practical application of theories of instruction and technology integration, models of teaching, curriculum design and research paradigms, as well as studies and findings related to effective curriculum and technology integration for educators.

TE 877 – Developing Web-Based Educational Environments   3 credit hours
This course is for teachers and instructional technologists who wish to design, implement and evaluate learner-centered instructional environments. Students will create, implement and evaluate nonlinear, student-centered interactive web-based projects, based upon their students' assessed learning needs.

TE 878 – Leadership in Learning Design and Technology   3 credit hours
This course will provide students with the skills and tools necessary to be an effective, innovative instructional leader in the field of LDT. Technology planning, implementing, evaluating, and funding in LDT will be emphasized.

TE 879 – Seminar in Instructional Technology   3 credit hours
This is a variable content course which focuses on advanced topics in instructional technology. Students will critically analyze issues and problems in the discipline. Empirically testable research questions related to the topics will be identified. This course may be repeated, but only six hours may count towards a degree.

TE 880 – Administration of Educational Technology Resources   3 credit hours
This course is an in-depth study of the administration and leadership of technology in P-16 educational settings. Management of school technology and digital teaching resources, modeling and promotion of the effective use of technology for learning, and use of educational technology research and best practices will be examined.

TE 881 – Online Teaching Instructional Design   3 credit hours
This course will focus on preparing to and delivering online instruction, online instructional design, and related teaching strategies.

TE 882 – Professional Development and Training in Learning Design and Technology   3 credit hours
This course is designed to equip aspiring leaders with the skills and knowledge needed to provide professional development training in LDT for P-16 educators. Through hands-on experience with contemporary LDT in a transcurricular setting, students will learn how to train classroom teachers to effectively integrate technology into their respective disciplines. The course will explore a variety of learning and teaching strategies with a focus on modeling and promoting effective technology use for learning. Students will also learn to design appropriate integration learning opportunities for staff, taking into consideration adult learning styles and techniques, as well as formative and summative assessments aligned with content and technology standards.

TE 884 – Online Teaching Methodology   3 credit hours
This course will focus on online engagement, online course development, and online teaching strategies. Research-based structural, ethical, legal, and social issues of teaching online will be examined.

TE 885 – Instructional Video Production   3 credit hours
This course will prepare the student to design, create, produce and edit instructional videos. The focus will be on using currently available classroom equipment for video production, editing, and related concepts.

TE 886P – Digital Technology for Educators   3 credit hours
This course is a general introductory course with two areas of focus. As the name implies, one of the areas is technology tools and the other area is educators. The goal of the course is to help us to develop a vision of how we can use technology tools in our roles as educators.

TE 887 – Electronic Media Production   3 credit hours
This course will focus on producing effective electronic presentations. Topics will include: computer graphics; the psychology of color usage; hypertext linkages; screen design and layout; and integrating video, sound, clip art and animation into presentations.

TE 888 – Enhancing Classroom Instruction Using Imaging Tools   3 credit hours
Students will plan, design, develop and manage major instructional video projects for use in their classrooms or training environments.

TE 889 – Creating Instructional Videos to Enhance Classroom Instruction   3 credit hours
Students will plan, design, develop and manage major instructional video projects for use in their classrooms or training environments.

TE 891 – Field Experiences in Instructional Technology   3 credit hours
This course will provide field experiences for students pursuing the instructional technology program. Basis of the experience will be decided upon between the student and the advisor.

TE 892 – Internship in Instructional Technology   1-6 credit hours
This course is intended to allow students to participate in various real-life experiences in IT settings. Projects and internships will be selected and conducted under the guidance of a supervising professor. Focus areas will range from interning in technology centers in school districts and businesses to creating innovative classroom and/or hypermedia projects. Students, with the consent of the professor, can take one, two or three hours. This course may be repeated, but only six hours will be counted towards the degree.
Total Credits Allowed: 6.00

TE 893 – Field Experiences in School Library   3 credit hours
This course is the capstone experience for students in the MSED-Instructional Technology (School Library) or School Library Endorsement programs. Students will gain experiences in school library settings.
Prerequisite: TE 869 and TE 871 and TE 872 and TE 873 and TE 875

TE 894 – Capstone Project in Learning Design and Technology   3 credit hours
The course goal is to allow students to gain practical experience in their working context by working with the instructor to develop capstone projects in learning design and technology. Students will explore research-based learning theories and instructional models to design meaningful and effective learning opportunities for different learners across different contexts. The specific experiences to be gained and the setting will be determined by the supervising professor and the students.
Department Consent Required
Prerequisite: TE 800

TE 895 – Seminar in Student Teaching Supervision   3 credit hours
This class is designed to aid present and prospective supervisory teachers. The student will review current literature, become acquainted with techniques, plans and procedures for supervising student teachers, analyze current practices in supervision, and develop materials for use with student teachers.

TE 896 – Thesis   3-6 credit hours
Student investigates a research problem related to education, following APA style of reporting the research. The student enrolls with the faculty member directing the thesis. Three to 6 credit hours per semester, with a total of 6 hours.
Total Credits Allowed: 6.00

TE 897 – Seminar in Reading   3 credit hours
This course is designed to specifically meet the content and program needs of a specific audience, institution, agency, or public school setting. The content is designed and developed to meet the in-depth needs of the participants involved in the area of reading and related fields.

TE 898 – Independent Study   1-3 credit hours
The focus of this course is an independent investigation into a topic selected by the student and approved by the instructor.
Total Credits Allowed: 3.00

TE 899P – Special Topics   1-3 credit hours
This course serves identified needs and interests of specific target groups. Content of the course, dates, and time arrangements are determined by the Department of Teacher Education.
Total Credits Allowed: 24.00

Teacher Education Montessori (TEMO)

TEMO 803P – Montessori-Philosophy and Child Development   3 credit hours
Students will study the basic theories, stages and areas of child development according to the major contemporaries. Students will become knowledgeable about the complex interaction between heredity and environmental factors (including school, home and neighborhoods). An introduction to the philosophical ideas (i.e., absorbent mind, sensitive periods, social-mathematical mind, spiritual and moral development) of Dr. Maria Montessori as they relate to the child, material, teacher and environment are presented. A background of the history of the Montessori Method, comparing and contrasting with alternate educational approaches is studied. An overview of the Early Childhood curriculum as the foundation of understanding for the previous and following levels of Montessori's curriculum, pedagogy and methodology are presented.

TEMO 804P – Montessori Elementary I-Core Applications I   3 credit hours
The primary goal of this course is to prepare the student to develop, refine and implement the skills necessary to become an effective Montessori teacher in the areas of Biology/Physical Science, and Math/Geometry at the Elementary I level and develop appropriate curriculum for these areas. Students will also support the development of Practical Life skills. Students will further refine their ability to observe, record and analyze a child's physical, motor, social-emotional and cognitive development for the child from 6-9 years of age, and address the needs of the exceptional child in the Montessori classroom.
Prerequisite: TEMO 806P and TEMO 810P.
Corequisite: TEMO 808P.

TEMO 806P – Montessori Elementary I - Physical Science/Biology   3 credit hours
The primary goal of this course is to acquaint the student with the Montessori Physical Science/Biology methodology, rationale, scope and sequence of curriculum in the lower elementary classroom (ages 6-9 years). The student will develop, refine and demonstrate the skills necessary to become an effective Montessori teacher in the area of lower elementary Montessori Physical Science/Biology.
Prerequisite: TEMO 803P.

TEMO 807P – Montessori Elementary I - History/Geography   3 credit hours
The primary goal of this course is to acquaint the student with the Montessori Geography/History methodology, rationale, scope and sequence of curriculum in the lower elementary classroom (ages 6-9 years). The student will develop, refine and demonstrate the skills necessary to become an effective Montessori teacher in the area of lower elementary Montessori Geography/History.
Corequisite: TEMO 803P.

TEMO 808P – Montessori Elementary I-Core Applications II   3 credit hours
The primary goal of this course is to prepare the student to develop, refine and implement the skills necessary to become an effective Montessori teacher in the area of History/Geography, and Language and Grammar, at the Elementary I level and develop appropriate curriculum for these areas. Students will also be prepared to design, lead, and prepare art, music, and movement within the Elementary Montessori classroom so children can express themselves through these modalities. Students will be introduced to Montessori's peace philosophy and guided activities that can be implemented into the Montessori classroom, and will develop leadership skills needed for effective advocacy and direction in the Montessori environment.
Prerequisite: TEMO 807P and TEMO 809P.
Corequisite: TEMO 804P.

TEMO 809P – Montessori Elementary I - Language/Grammar   3 credit hours
The primary goal of this course is to acquaint the student with the Montessori language/grammar methodology, rationale, scope and sequence of curriculum in the lower elementary classroom (ages 6-9 years). The student will develop, refine and demonstrate the skills necessary to become an effective Montessori teacher in the area of lower elementary Montessori language/grammar.
Prerequisite: TEMO 803P.

TEMO 810P – Montessori Elementary I - Mathematics/Geometry   3 credit hours
The primary goal of this course is to acquaint the student with the Montessori mathematics/geometry methodology, rationale, scope and sequence of curriculum in the lower elementary classroom (ages 6-9 years). The student will develop, refine and demonstrate the skills necessary to become an effective Montessori teacher in the area of lower elementary Montessori mathematics/geometry.
Prerequisite: TEMO 803P.

TEMO 811P – Montessori Early Childhood-Practical Life   3 credit hours
This course is designed to prepare the student to present and facilitate the role of concentration, coordination, and independence as they relate to problem solving, choice, decision-making, and responsibility for learning on the part of the child in a Montessori early childhood classroom. The primary goal of this course is to prepare the student with the Montessori practical life curriculum materials, their rationale and sequence in the classroom; and for the student to develop, refine and implement the skills necessary to become an effective Montessori teacher in the area of practical life development a the Early Childhood level.
Corequisite: TEMO 803P.

TEMO 812P – Montessori Early Childhood-Math and Sensorial   3 credit hours
This course is designed to prepare the student to identify and present materials aiding the education and refinement of the senses and to present and facilitate the Montessori Math and Sensorial philosophy for the child from 2.5 to 6 years, use of the Montessori didactic Math and Sensorial materials, and the sequential order of the Montessori curriculum as part of the environmental design for a Montessori early childhood classroom. The primary goal of this course is to prepare the student with the Montessori Math and Sensorial curriculum materials, their rationale and sequence in the classroom; and for the student to develop, refine and implement the skills necessary to become an effective Montessori teacher in the areas of mathematical and sensorial development at the Early Childhood level.
Prerequisite: TEMO 803P and TEMO 811P.

TEMO 813P – Montessori Early Childhood-Language and Grammar   3 credit hours
This course is designed to prepare the student to identify and present materials aiding in the development of language arts skills for the child in a Montessori early childhood classroom. The primary goal of this course is to prepare the student with the Montessori language curriculum materials, their rationale and sequence in the classroom; and for the student to develop, refine and implement the skills necessary to become an effective Montessori teacher in the area of language development at the Early Childhood level.
Prerequisite: TEMO 803P and TEMO 811P.

TEMO 814P – Montessori Early Childhood-Core Applications I   3 credit hours
The primary goal of this course is to prepare the student to develop, refine and implement the skills necessary to become an effective Montessori teacher in the area of practical life, math, and sensorial development at the Early Childhood level. Students will also refine their ability to observe, record and analyze a child's physical, motor, social-emotional and cognitive development for the child from 2.5-6 years of age, and address the needs of the exceptional child in the Montessori classroom.
Prerequisite: TEMO 811P and TEMO 812P.
Corequisite: TEMO 815P

TEMO 815P – Montessori Early Childhood-Core Applications II   3 credit hours
Students will develop, refine and implement the skills necessary to become an effective Montessori teacher in the areas of language, science, social studies at the Early Childhood Level. Students will also be prepared to design, lead, and prepare art, music, and movement within the Montessori classroom so children can express themselves through these modalities. Students will also become knowledgeable in designing and implementing effective communication and collaboration with Montessori families. Students will be introduced to Montessori's peace philosophy and guided activities that can be implemented into the Montessori classroom, and will develop leadership skills needed for effective advocacy and direction in the Montessori environment.
Prerequisite: TEMO 811P and TEMO 813P.
Corequisite: TEMO 814P.

TEMO 816P – Montessori Practicum: Early Childhood   3 credit hours
The function of the Practicum Phase is to provide for the student a supervised teaching/learning experience for children 2.5-6 and a period of observation, internalization, and further study, to bring together the theory and practice of Montessori early childhood education.
Prerequisite: TEMO 814P and TEMO 815P.

TEMO 817P – Montessori Elementary I - Practicum   3 credit hours
The function of the Practicum Phase is to provide for the student a supervised teaching/learning experience for children 6-9 and a period of observation, internalization, and further study, to bring together the theory and practice of Montessori Elementary I education.
Prerequisite: TEMO 804P and TEMO 808P.

TEMO 831 – Montessori Early Childhood Core Applications I   3 credit hours
The primary goal of this course is to prepare the student to develop, refine and implement the skills necessary to become an effective Montessori teacher in the area of practical life, math, and sensorial development at the Early Childhood level. Students will also refine their ability to observe, record and analyze a child's physical, motor, social-emotional and cognitive development for the child from 2.5 to 6 years of age, and address the needs of the exceptional child in the Montessori classroom.
Prerequisite: TEMO 811P and TEMO 812P.
Corequisite: TEMO 832.

TEMO 832 – Montessori Early Childhood Core Applications II   3 credit hours
Students will develop, refine and implement the skills necessary to become an effective Montessori teacher in the areas of language, science, social studies at the Early Childhood level. Students will also be prepared to design, lead, and prepare art, music, and movement within the Montessori classroom so children can express themselves through these modalities. Students will also become knowledgeable in designing and implementing effective communication and collaboration with Montessori families. Students will be introduced to Montessori's peace philosophy and guided activities that can be implemented into the Montessori classroom, and will develop leadership skills needed for effective advocacy and direction in the Montessori environment.
Prerequisite: TEMO 811P and TEMO 813P.
Corequisite: TEMO 831

TEMO 833 – Montessori Practicum 1: Early Childhood   1 credit hour
The function of the Practicum Phase is to provide for the student a year-long supervised teaching/learning experience for children ages 2.5 to 6 and a period of observation, internalization, and further study, to bring together the theory and practice of Montessori education.
Prerequisite: TEMO 831 and TEMO 832.

TEMO 834 – Montessori Practicum 2: Early Childhood   2 credit hours
The function of the Practicum Phase is to provide for the student a year-long supervised teaching/learning experience for children ages 6 to 9 and a period of observation, internalization, and further study, to bring together the theory and practice of Montessori education.
Prerequisite: TEMO 833

TEMO 841 – Montessori Elementary I Core Applications I   3 credit hours
The primary goal of this course is to prepare the student to develop, refine and implement the skills necessary to become an effective Montessori teacher in the areas of Biology/Physical Science, and Math/Geometry at the Elementary I level and develop appropriate curriculum for these areas. Students will also support the development of Practical Life skills. Students will further refine their ability to observe, record and analyze a child's physical, motor, social-emotional and cognitive development for the child from 6 to 9 years of age, and address the needs of the exceptional child in the Montessori classroom.
Prerequisite: TEMO 806P and TEMO 810P.
Corequisite: TEMO 842.

TEMO 842 – Montessori Elementary I Core Applications II   3 credit hours
The primary goal of this course is to prepare the student to develop, refine and implement the skills necessary to become an effective Montessori teacher in the area of History/Geography and Language and Grammar, at the Elementary I level and develop appropriate curriculum for these areas. Students will also be prepared to design, lead, and prepare art, music, and movement within the Elementary Montessori classroom so children can express themselves through these modalities. Students will be introduced to Montessori's peace philosophy and guided activities that can be implemented into the Montessori classroom, and will develop leadership skills needed for effective advocacy and direction in the Montessori environment.
Prerequisite: TEMO 807P and TEMO 809P.
Corequisite: TEMO 841.

TEMO 843 – Montessori Practicum 1: Elementary I   1 credit hour
The function of the Practicum Phase is to provide for the student a year-long supervised teaching/learning experience for children ages 6 to 9 and a period of observation, internalization, and further study, to bring together the theory and practice of Montessori education.
Prerequisite: TEMO 841 and TEMO 842.

TEMO 844 – Montessori Practicum 2: Elementary 1   2 credit hours
The function of the Practicum Phase is to provide for the student a year-long supervised teaching/learning experience for children ages 6 to 9 and a period of observation, internalization, and further study, to bring together the theory and practice of Montessori education.
Prerequisite: TEMO 843

Teacher Education - Special Education (TESE)

TESE 816C – Practicum in Gifted/Talented Education   3 credit hours
This course is designed specifically to provide students the opportunity to teach gifted learners in a differentiated educational program. Students will plan, develop, implement, and evaluate educational experiences for gifted learners. In order to build an understanding of student needs across developmental and grade levels, the student will work with both elementary and secondary level gifted learners. A minimum of 90 clock hours is required.
Prerequisite: TESE 822P and TESE 823P and TESE 824 and TESE 825 and TESE 826 or department permission

TESE 816D – Practicum in Special Education   3-6 credit hours
This course is designed to provide practicum experience in the Special Education programs of Mild/Moderate Disabilities K-6, Mild/Moderate Disabilities 7-12, or Advanced Practitioner. Teachers are supervised by university faculty who may also contact an individual¿s principal. Students are expected to document 210 hours of direct contact with students of the appropriate grade level and disability for the endorsement they are seeking. This course is a semester course.
Total Credits Allowed: 24.00

TESE 821P – Nature and Needs of Exceptionalities   3 credit hours
This introductory course surveys the various disability areas in the field of special education and associated educational implications. Major influences from litigation and legislation are discussed along with contemporary issues and trends in special education and gifted education.

TESE 822P – Psychology & Education of Gifted & Talented Learners   3 credit hours
Topics for this introductory course will include the cognitive, social, emotional, and physical characteristics of gifted/talented learners, methods of identification, implications of cultural diversity, appropriately differentiated education, working with families, historical perspective of the field, and major research studies contributing to the knowledge-base. Emphasis will be placed on characteristics and differentiated instructional strategies.

TESE 823P – Guiding the Social & Emotional Development of Gifted/ Talented Learners   3 credit hours
This course focuses on understanding the social and emotional characteristics and development of typical and special populations of gifted/talented learners, current theories and issues related to their guidance and counseling principles and strategies of intervention.

TESE 824 – Identification, Assessment, & Evaluation of High Ability Learners   3 credit hours
This in-depth course provides the student with the knowledge and concepts of basic statistics necessary to understand and administer selected assessment instruments used in the identification of high ability learners. The process and multiple strategies of identification will be a major focus to prepare the student to develop and/or improve current identification procedures. An additional focus will be on multiple strategies for the assessment of the high ability learner's work in the classroom. Developing a beginning understanding of the difference between student and program evaluation will be the final focus.

TESE 825 – Curriculum Design & Development for High Ability Education   3 credit hours
This course focuses on program planning, exemplary program models, and development of appropriately differentiated curricula for high ability learners.

TESE 826 – Program Design for High Ability Education   3 credit hours
This course is concerned with the development, implementation, and evaluation of programs for high ability learners, including procedures utilized when developing a district definition of high ability, philosophy and goals for high ability education, staff hiring and development, service delivery options, and public relations.

TESE 830 – Consult & Collaboration with Families & Agencies Serv Individuals with Disabilities   3 credit hours
This course provides students with the theory basis of collaboration. Students will learn to work with families and other professionals from all cultural and economic backgrounds, gain knowledge concerning family systems, the impact of having a child with special needs, and legal and procedural safeguards.

TESE 837P – Medical Aspects of Individuals with Disabilities   3 credit hours
This course provides students with a general knowledge of the medical conditions seen in children with disabilities. It will familiarize students with terminology, medications, procedures, equipment, and interventions used for children with medical complications. Teacher responsibilities in regards to medical conditions will be covered.

TESE 840 – Bilingual Special Education   3 credit hours
Students will be exposed to the latest research into the education of English language learners with disabilities, their identification, assessment, and instruction. Particular attention will be paid to the development of Appropriate Individualized Education Plans that reflect culturally responsive instruction in both segregated and inclusive environments.

TESE 861 – Legal Issues in Special Education and IEP Development   3 credit hours
This course provides students with the knowledge and understanding of the history and federal regulations in the field of special education. Professional ethics and code of conduct will be emphasized. Students will explore the foundations for various mandated activities such as parents' rights, IEP components and monitoring, special education placement procedures and mandated timelines. This course will emphasize the processes and procedures required to meet the State and Federal guidelines for providing appropriate Special Education Services to children with disabilities. The main focus will center on understanding the connection between the legal background and history and mandated requirements within the field.

TESE 862 – Formal and Informal Assessment in Special Education   3 credit hours
This course is designed to introduce students to the assessment process in special education by addressing procedural safeguards; data collection via informal and standardized procedures; issues in assessment; psychometric properties of standardized tests; and administration, scoring, and interpretation of selected instruments.
Additional Course Fee Required

TESE 863 – Research-Based Instructional Strategies for Students with Disabilities   3 credit hours
This course is designed to address the wide range of instructional needs of students with disabilities. Students will learn to synthesize and evaluate research on instructional techniques for classroom application. Academic instructional interventions will be emphasized. Students will apply their knowledge of lesson development and classroom management strategies. Contains a field component.

TESE 864P – Field Experience in Special Education   1 credit hour
This course is designed to provide practical application of learned skills. Students will be placed in a K-8 special education setting for a total of forty-five clock hours. Students will implement learning strategies and develop a behavior intervention plan. Students will complete five additional hours in the classroom or at events benefiting individuals with disabilities.

TESE 867 – Functional Behavior Assessment and Behavior Intervention Planning   3 credit hours
The course is designed for graduate level students to examine function-based behavior intervention strategies for individuals with disabilities who engage in challenging behavior. Students will be taught basic elements of functional analysis that includes: defining, observing, and recording behaviors as well as the creation of graphic displays for analysis. Ethical standards for behavior management, crisis intervention, and positive behavioral support will be highlighted. This course contains a functional assessment/intervention field component.

TESE 872 – Strategies for Teaching Students with Intellectual Disabilities   3 credit hours
The course is designed to prepare future educators to provide services for individuals with intellectual disabilities. Emphasis will be placed on interventions for life skills, communication, vocational, and functional academics. Additional interventions will include community-based instruction, study skills, and assessment of alternate curriculum. Accommodations and modifications to allow the child to be included in the general education curriculum will also be explored.

TESE 875P – Preparing Adolescents for the Post-Secondary World   3 credit hours

This course is designed to address the instructional needs of secondary students with disabilities to prepare them for life after high school graduation. Alternative secondary placements will be discussed as well as post-secondary options such as Technical Schools and College. Students will also learn how to develop self-advocacy skills and post-secondary accommodation plans.

TESE 876P – Transitional Issues for Individuals with Disabilities   3 credit hours

Assessment planning and instruction to facilitate educational and employment post-school outcomes will be emphasized. Federal and state laws governing minimum transition practices will be covered. Assessment, transition planning, services, interagency collaboration, resources, and instruction will be discussed to facilitate a successful transition.

TESE 879P – Teaching Social Skills to Students with Autism Spectrum Disorder   3 credit hours

This course is designed to provide students with the knowledge and skills to teach Social and Personal Skills for students with disabilities. Students will be exposed to various Social and Personal Skills programs and strategies that are presently available that have been designed for students with special needs. The development of role play, problem solving, social story, and social script techniques will be emphasized. In addition, students will be able to develop individualized instruction for students based on needs assessment data. Students will also apply their knowledge of age appropriateness in the development of social and personal skills lessons.

TESE 880 – Critical Issues in Special Education   3 credit hours

This course provides students with the knowledge and understanding of the critical issues facing the field of Special education. Professional ethics and code of conduct will be emphasized.

TESE 881 – Characteristics and Strategies for individuals with Emotional and Behavioral Health Disorders   3 credit hours

This course provides an in-depth coverage of the identification process, etiologies and characteristics associated with disorders that are categorized as learning disabilities or behavior disorders. Distinction from Pervasive Developmental Disorders and Severe Emotional Disturbance will be discussed.

TESE 882 – Applied Behavior Analysis   3 credit hours

This course provides an in depth examination of Applied Behavior Analysis (ABA). Students will examine the history and development of ABA as well as the use of ABA in the education of and research with individuals with disabilities.

TESE 883 – Intervention Strategies for Individuals with Behavioral & Emotional Disabilities   3 credit hours

This course will examine research effective strategies and interventions for working with students that have behavioral and emotional disabilities. Interventions appropriate for the three tiers of intervention will be explored.
Prerequisite: TESE 881

TESE 885 – Inclusion and Differentiation Strategies for the 21st Century Classroom   3 credit hours

The course addresses the instructional needs of all students with exceptionalities (disabilities and giftedness) as well as those from culturally diverse backgrounds in integrated settings. Special education referral process, Response to Intervention, Section 504, analysis of instruction/environment and its impact on learning, assignment/assessment modification, behavioral issues, and evaluation of student learning will be the emphasis. Research-based intervention strategies to differentiate instruction will also be presented.

TESE 886 – Co-Teaching & Collaborative Services   3 credit hours

The focus of this course addresses the co-teaching instructional model. Co-teaching is a strategy of teaching that is not easily employed by all professionals in the field. The ability to develop a culture of trust with one¿s co-teacher is essential to the success of the co-teaching model and classroom. To ensure this success, this course will introduce co-teaching models and strategies that will be able to be implemented in the rural setting as well as the urban setting. Topics will include co-teaching in a wide variety of settings including: charter schools, on-line schools, brick and mortar schools, homeschools, private and parochial schools, and military based schools both at home and overseas. Additionally, this course will focus on the necessity of professionalism when collaborating with ELL instructors, para-professionals, home instructors, parents, and school support service personnel, etc. Particular focus will be placed on the special educator/support facilitator¿s relationship with the general educator. This course will also include a wide variety of both national and international collaborative services and agencies available to support co-teachers in their mission to successfully educate all children inclusively.

TESE 888 – Positive Behavior Intervention and Supports   3 credit hours

This course presents the latest in practices and research in the field of Positive Behavior Intervention and Supports (PBIS). Students will be exposed to strategies and interventions to change challenging behavior and effectively maintain appropriate behaviors of students through positive behavior interventions and supports.

TESE 891 – Assistive Technology Assessment   3 credit hours

This course is a requirement for the Assistive Technology emphasis in the Masters degree in Special Education/Advanced Practitioner.
Prerequisite: TE 805P

TESE 894 – Research in Assistive Technology   3 credit hours

This course will examine current research utilizing assistive technology with students with disabilities.
Prerequisite: TE 800 or instructor approval