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 801 – Teachers in Classroom Research 3 credit hours
A survey of the systematic framework of teacher action research with emphasis on qualitative design applied in field-based inquiry. Through readings, guided experience in research, and fieldwork, students will develop competencies in conducting, evaluating, and interpreting educational research.

TE 802 – Techniques of Research 3 credit hours
A survey of the techniques of research with emphasis on educational applications. Students will develop competencies in conducting, evaluating and interpreting educational research.

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 807P – Multiple Intelligences: Theories into Practice 3 credit hours
This course is focused on practical application of the use of multiple intelligences and brain compatible approaches in the design and development of instructional activities and assessment strategies in the K-12 curriculum.

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 – Design and Development of Instruction 3 credit hours
This course focuses on the principles of instructional design and how to apply these principles in instructional development projects. The course utilizes a systems approach to the instructional design process by focusing on a series of interrelated procedures and techniques to design, develop, implement, and evaluate instruction for diverse learners. Formative and summative assessments aligned with content and technology standards and use of resulting data to inform learning and teaching will be emphasized.

TE 812P – Alternative Assessments of Student Performance: Theory into Practice 3 credit hours
This course provides participants with an opportunity to learn about, create, and apply alternative (authentic) assessment strategies to the K-12 school setting. Key strategies to be explored include rubrics, portfolios, and the relationship/connections between alternative assessment and the Nebraska State Curriculum Standards.

TE 813P – TESA: Teacher Expectations and Student Achievement 3 credit hours
This course is designed to provide participants with research and practice 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. Improved results will be seen in classroom and/or family management, discipline, motivation, and achievement.

TE 814P – Developing Capable People 3 credit hours
This class will provide very useful and well researched strategies and concepts which will help educators assist children and teenagers to perceive themselves as more capable and significant as they improve their self-discipline, self-control, judgment, and their interpersonal skills. Improved results will be seen in classroom and/or family management, discipline, motivation, and achievement.

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 1-6 credit hours
This practicum course requires, depending on the number of credit hours desired, between 40 and 240 clock hours of participation by the student in an educational setting. The specific experiences to be gained and the setting will be determined by the supervising professor and the student. Total Credits Allowed: 6.00

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 817P – Foundations of Effective Instruction 2-3 credit hours
Based on the work of Dr. Madeline Hunter, this course translates instructional theory into action. It will assist teachers as they expand their competency in teaching to an objective, selecting objectives that are appropriate to individual students, monitoring learning, and adjusting instruction and teaching for retention and transfer.
Total Credits Allowed: 3.00

TE 818P – Teacher Development: Developing Independent Learners 3 credit hours
This course builds on a basic knowledge of the Instructional Theory into Practice Program to develop additional teaching skills in teaching for independent learning. The skills developed are appropriate for elementary and secondary teachers.
Prerequisite: TE 817P

TE 819P – Teacher Development Training in Service Learning 3 credit hours
Students enrolled in this online course will gain an in-depth understanding and appreciation for human service work and its importance as a teaching strategy by developing a service learning resource manual, designing curriculum instruction that integrates service learning, and by participating in online discussions about issues and topics related to service learning.

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 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 831P – Professional Skills & Knowledge I 6 credit hours
This is the first course in a sequence comprising a post-baccalaureate pathway to teacher certification. This course focuses on instructional planning and assessment, with special attention to the manner in which these are informed by equity, inclusion, technology, and diversity issues. This course requires a subject-specific field experience with instructional application in an approved secondary classroom.
Department Consent Required

TE 832 – Professional Skills and Knowledge II 6 credit hours
This is the second course in a sequence comprising a post-baccalaureate pathway to teacher certification. This course focuses on instructional models, validated instructional practices, and issues related to exceptionality and diversity. This course requires a subject-specific field experience in an approved secondary classroom.
Department Consent Required

TE 833 – Context of Education 6 credit hours
This is the third course in a sequence comprising a post-baccalaureate pathway to teacher certification. This course addresses the historical context of education in the U.S., including class/race/gender/access issues; key legal decisions and contemporary reform agendas; adolescent development, relationships, and culture in contemporary context. This course requires a school-based field experience in an approved secondary classroom.
Prerequisite: TE 832 and admission to Teacher Education Program

TE 834P – Transitional Student Teaching I 3 credit hours
This is the first of two 3-hour student teaching experiences for transitically certified teachers which, together with TE 835P. Transitional Student Teaching I, comprise the student teaching requirement for the completion of the professional education sequence in UNK’s Teacher Education Program for the alternative pathway to 7-12 teacher certification in Nebraska in selected disciplines. TE 834P and TE 835P students are transitinally certified teachers who work full time in approved PreK-12 schools.
Department Consent Required

TE 835P – Transitional Student Teaching II 3 credit hours
This is the second of two 3-hour student teaching experiences for transitically certified teachers which, together with TE 834P. Transitional Student Teaching I, comprise the student teaching requirement for the completion of the professional education sequence in UNK’s Teacher Education Program for the alternative pathway to 7-12 teacher certification in Nebraska in selected disciplines. TE 834P and TE 835P students are transitinally certified teachers who work full time in approved PreK-12 schools.
Prerequisite: TE 833 and TE 834P and admission to student teaching

TE 836P – Post-Baccalaureate Student Teaching 6 credit hours
Student teaching is the capstone experience in the teacher education process and is the culminating course for all endorsement programs. During student teaching, teacher education students spend a minimum of 16 weeks in an approved PreK-12 school to observe, participate, and teach under the supervision of an experienced teacher.

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 – Diagnosis/Correction of Reading Difficulties 3 credit hours
This course focuses on the development of an understanding of the relationship of the psychological factors and individual remedial instruction in reading. A comprehensive study is made of selected diagnostic tests and remedial procedures.

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 849P – Problem Solving in the Elementary and Middle School Classroom 3 credit hours
Topics for curriculum development include activities with hand-held calculators, number theory, geometry, new looks at old geometry problems, problem solving as a process, probability, statistics, and mathematical systems.

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.
Teaching Mathematics in an Intermediate Classroom

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 an Intermediate classroom in this supportive, interactive and collaborative course.

Improvement of Mathematics Instruction for Grades 4-8

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 an Intermediate classroom in this supportive, interactive and collaborative course.

Prerequisite: Graduate status
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<tr>
<th>Course Code</th>
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<tr>
<td>TE 867</td>
<td>Traditional Storytelling</td>
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<td>TE 868</td>
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<td>TE 869</td>
<td>Introduction to School Library Program</td>
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<td>TE 870</td>
<td>Developing Web-Based Portfolios</td>
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<td>TE 871</td>
<td>Collection Development and Management</td>
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<td>Prerequisite: TE 869</td>
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<tr>
<td>TE 872</td>
<td>Organization of School Library and Technology Resources</td>
<td>3</td>
<td>Prerequisite: TE 869</td>
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<td>TE 873</td>
<td>Reference Services and Resources</td>
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<td>TE 874</td>
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<td>TE 875</td>
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<td>TE 879</td>
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<td>TE 880</td>
<td>Management of Educational Technology</td>
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<td>TE 881</td>
<td>Online Teaching Instructional Design</td>
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<td>TE 882</td>
<td>Teacher Development Training in Instructional Technology</td>
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<tr>
<td>TE 884</td>
<td>Online Teaching Methodology</td>
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<td>Prerequisite: TE 869</td>
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<tr>
<td>TE 885</td>
<td>Instructional Video Production</td>
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<td>Prerequisite: TE 869</td>
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This course will focus 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.

This course focuses on instructional design principles and will develop instructional role of reference resources in the overall school curriculum. Print and electronic reference sources, reference procedures, and the classification within a school library program will be examined. The 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. Students will create a working portfolio to use during their academic programs.

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.

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. Students will create a working portfolio to use during their academic programs.

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.

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.

This course will focus on the practical application of theories of instruction and technology integration; models of teaching; curriculum design; research paradigms; and, studies and findings related to curriculum integration of technology in teaching effectiveness for P-16 educators.

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.

This course is an in-depth study of the administration and leadership of technology in P-16 educational settings. Management of school facilities and resources, modeling and promotion of the effective use of technology for learning, and use of educational technology research and best practices will be examined.

This course will focus on preparing to and delivering online instruction, online instructional design, and related teaching strategies.

This course will produce leaders who are able to provide professional development training in instructional technology for P-16 educators. Students will work with contemporary instructional technology in a transcurricular setting. Students will learn how to train classroom teachers to integrate technology into the teachers' disciplines. A variety of learning and teaching strategies will be examined. The course will emphasize modeling and promotion of the effective use of technology for learning, designing appropriate integration learning opportunities for staff, adult learning styles and techniques, and formative and summative assessments aligned with content and technology standards and use of resulting data to inform learning and teaching.

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.

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 – Technology Tools for Teachers** 3 credit hours
This course will focus on using technologies in an instructional environment with an emphasis on ethical, human, legal and social issues, methods and skills appropriate to planning and designing learning environments, and instructional management methodologies using appropriate materials, methods, resources, and curricula for integrating technology.

**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 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