TEACHER EDUCATION (TE)

TE 100 – Teaching in a Democratic Society  3 credit hours
The first course for all teacher education majors. The key course themes are democracy, diversity, and technology. Current educational issues will be explored. The course includes a field experience in K-12 school sites and, also, includes a community service learning component. Concurrent enrollment in a matched section of PSCI 110 is encouraged.

TE 188 – GS Portal  3 credit hours
Students analyze critical issues confronting individuals and society in a global context as they pertain to the discipline in which the Portal course is taught. The Portal is intended to help students succeed in their university education by being mentored in process of thinking critically about important ideas and articulating their own conclusions. Students may take the Portal in any discipline, irrespective of their major or minor. Satisfies the General Studies Portal course requirement. Students may take their Portal course in any discipline. Students who transfer 24 or more hours of General Studies credit to UNK are exempt from taking a portal course.
Total Credits Allowed: 6.00
Prerequisite: First year freshman standing or sophomore standing only.

TE 204 – Growth & Development/Introduction to Exceptionalities  4 credit hours
This course is one of the two required classes for Level II education majors. Students will become aware of human development and exceptionalities as related to five specific categories: physical development, emotional/behavioral development, social development, language development, and cognitive development. As students explore these five categories, they will also be made aware of how disabilities may alter the development of an individual. Early childhood, middle childhood, early adolescence, and late adolescence are the four major age groups explored within the development and exceptionalities areas. Students will also be made aware of the concepts of diversity, democracy, and technology in a classroom. As students progress through the semester, they will be asked to observe individual students in a K-12 partner school setting. The field experiences embedded in the structure of the semester will allow students to make the connection between course content and theory and the relevance of development in a classroom setting. Subsequently, a case study will be compiled by each student using the data collected and analyzed from the field observations. Assessment of dispositions and the case study completed in this course are required common assessments in the Teacher Education program.
Prerequisite: Sophomore standing or above

TE 206 – Instructional Technology and the Preservice Teacher  3 credit hours
This course will introduce preservice teachers to a variety of technologies and strategies for their use in the instructional process to accommodate diverse students. Preservice teachers will comprehend and model ethical and democratic principles of instructional technology integration in their classrooms. One course requirement is a P-12 school-based project.

TE 207 – Designing and Implementing eLearning  3 credit hours
This course focuses on the principles of instructional design in the online environment. A variety of eLearning software will be used and online instructional techniques and strategies will be developed and employed.

TE 306 – Reading and Inclusion in K-12 Classrooms  2 credit hours
This course is designed to introduce practical techniques for teaching reading and inclusive methods for learners with exceptionalities in content areas. Content area reading instruction and effective inclusive practices for both elementary and secondary students will be addressed.
Prerequisite: Admission to Teacher Education

TE 311 – Math Methods I  2 credit hours
This course focuses on the teaching of mathematics in an elementary classroom setting. The philosophy of teaching mathematics, as advocated by the National Council of Teachers of Mathematics will be introduced. The teaching methodology will center on the mathematical content strands of number/operation and algebra as well as the process strands of problem solving, making connections, and reasoning.
Prerequisite: TE 204.
Corequisite: TE 313 and MATH 230.

TE 312 – Math Methods II  2 credit hours
This course focuses on the teaching of mathematics in an elementary classroom setting. The philosophy of teaching mathematics, as advocated by the National Council of Teachers of Mathematics will be emphasized. The teaching methodology will center on mathematics content strands of number/operation, geometry/measurement, and data analysis and probability.
Prerequisite: Admission to Teacher Education and TE 311.
Corequisite: TE 313.

TE 313 – Field Experience: Math  0.5 credit hours
The course is designed to provide practical application of effective mathematics instructional skills and assessment techniques. Students will be placed in one or more elementary classroom settings for a total of fifty (50) clock hours. Students will develop and implement math activities, lessons plans, and assessment procedures with individual students, small groups, and the entire class.
Total Credits Allowed: 1.00
Corequisite: TE 311 or TE 312.

TE 314 – Phonics and Word Study  2 credit hours
This course is designed to teach phonics/word study skill instruction in inclusive K-6 classrooms. The course will emphasize phonemic awareness, phonics, sight word recognition, and spelling in a balanced literacy program.
Prerequisite: Admission to Teacher Education and TE 318 or TE 319.
Corequisite: TE 315 and TE 316 and TE 317.

TE 315 – Literacy Assessment  2 credit hours
This course emphasizes the assessment of literacy in grades kindergarten through three. The teacher candidate will learn how to administer and interpret assessments of reading and writing ability.
Prerequisite: Admission to Teacher Education.
Corequisite: TE 314 and TE 316 and TE 317.

TE 316 – Primary Grades Literacy  2 credit hours
This course focuses on the teaching of literacy in the primary grades (K3). The course will emphasize a balanced literacy perspective for the development of reading and writing abilities by primary age children in the inclusive primary grades classroom.
Prerequisite: Admission to Teacher Education.
Corequisite: TE 314 and TE 315 and TE 317.
TE 317 – Field Experience: Literacy  1 credit hour
The course is designed to provide practical application of effective primary literacy instructional skills and assessment techniques. Students will be placed in one or more elementary (Kindergarten to Grade 3) classroom settings for a total of fifty (50) clock hours. Students will develop and implement primary literacy lessons plans and assessment procedures.
Prerequisite: Admission to Teacher Education.
Corequisite: TE 314 and TE 315 and TE 316.

TE 318 – Management and Assessment in Preschool/Elementary Classrooms  2 credit hours
This course is designed to prepare students for the challenges of effectively managing the classroom and assessing student progress. The course emphasizes: planning, preparing, establishing routines, monitoring and managing student behavior, aligning standards-based assessments, determining assessment alternatives, and interpreting assessment results.
Prerequisite: Completion of or concurrent enrollment in TE 204

TE 319 – Management and Assessment in K-12/Secondary Classrooms  2 credit hours
This course is designed to prepare students pursuing K-12/Secondary endorsements for the considerable challenges of effectively planning and designing classroom instruction, assessing student progress toward defined objectives and managing student behavior. The course will emphasize: planning and preparation, standards-based instruction, assessment alternatives, creating quality assessment tools, standardized testing, interpreting assessment results, and managing student behavior in a variety of K-12 settings.
Prerequisite: Admission to Teacher Education.
Corequisite: TE 320 or ART 371 or CDIS 312 or MUS 356 or MUS 467 or PE 471.

TE 320 – Field Experience in Secondary Classroom  2 credit hours
This 100 hour minimum field-based experience is designed to induct students K-12/Secondary endorsements into classroom teaching and develop an awareness of the many roles of a professional K-12/Secondary educator. Under the mentorship of a middle/secondary educator, students will progress through a three-stage process including assisting, co-teaching, and limited teaching. Students will also be required to engage in a variety of school-related activities commonly encountered by professional educators.
Prerequisite: Admission to Teacher Education.
Corequisite: TE 319.

TE 327 – Introduction to Language Minority Students  2 credit hours
The purpose of this course is to provide the prospective entry-level teacher with information relating to changing demographics underlying the presence of language minority students in the public schools, the acculturation process, the terminology of second language education, legal issues for Limited English Proficient (LEP) students, and program models designed to serve them. Special attention is given to identifying the attitudes, skills, and behaviors which the monolingual classroom teacher needs to develop in order to effectively teach language minority students.
Prerequisite: TE 100

TE 328 – Content Methods in English as a Second Language  3 credit hours
This course is designed to provide classroom and English Second Language (ESL) teachers with knowledge and skills necessary to work with ELLs in mainstream classrooms or in pull-out, sheltered, newcomer, or structured English immersion programs. The aim is to satisfy the twin goals of learning social (BICS) and academic (CALPS) English while not allowing students to fall behind in content instruction.
Prerequisite: TE 100

TE 329 – Educational Assessment of ESL Students  3 credit hours
This course is designed to prepare the ESL classroom teacher to organize and implement an appropriate ESL assessment program in a public school. While the course will review principles of measurement and interpretation of current educational tests (intelligent, achievement, language proficiency, and adjustment scales), special emphasis will be placed on other areas as well: cross-cultural communication which include parent-teacher conferences, home visits, and promoting cultural understanding in the classroom; the development of alternative and equitable forms of assessment (authentic, portfolio, and curriculum assessment); and the implementation of a program including hands-on testing practice, the placement of students within an ESL program (or in the regular classroom), and the justification of the program to both regular classroom teachers and administrators.
Prerequisite: TE 100

TE 331 – Intermediate Literacy  3 credit hours
This is a reading class designed for undergraduate students seeking an endorsement in Elementary Education or for those students seeking a Middle School Endorsement. This course will emphasize the following: the development of literacy skills in the intermediate child including comprehesion skill development, vocabulary development and fluency development in narrative and expository text. The class will emphasize a balanced approach to reading instruction. A variety of theoretical approaches will be explored.
Prerequisite: Admission to Teacher Education.

TE 333 – Reading in the Content Area in Middle Level Classrooms  3 credit hours
This course is designed to introduce practical techniques of teaching literacy in a middle level setting for all learners. The responsibilities of teachers in the content area of reading instruction and effective practices for all learners will be addressed.
Prerequisite: Admission to Teacher Education.

TE 335 – Inclusive Methods K-3  3 credit hours
The focus of this course is on understanding primary grade children's development, how this is impacted by disability, and how giftedness, medical conditions, culture and other personal factors may influence development and learning. Students will learn how to organize K-3 classrooms to create a positive learning climate, encourage social relationships among peers, build positive behavioral supports, differentiate instruction, and integrate inclusive strategies across academic areas to maximize learning. Students will also understand the role of the special education teacher and how to implement IDIEA and Response To Intervention (RTI) for primary grade children.
Prerequisite: Admission to Teacher Education and TESE 334 and TESE 334L.
Corequisite: TE 335L.
TE 335L – Field Experience: Inclusive Methods K-3 0.5 credit hours
This course is designed to provide practical application of inclusive practices for kindergarten and primary grade children. Students will work in K-3 classrooms with assigned children who have disabilities, medical conditions, or other special needs that affect learning. Students will engage in experiences that will enhance their knowledge of Response to Intervention, and Special Education services for this age group. The experiences shall consist of 30 clock hours.
Corequisite: TE 335.

TE 336 – Methods for Preschool and Kindergarten Classrooms 3 credit hours
The focus of this course is to provide students with the knowledge and skills needed to create effective preschool and kindergarten classrooms that will address the needs of the whole child, and incorporate developmental and learning needs of children with a wide range of abilities.
Prerequisite: TE 331 and TESE 333 or TE 327 or TE 328 or TE 329

TE 338 – Infant and Toddler Mental Health 2 credit hours
This course is designed to provide students with the knowledge and practical skills necessary to integrate mental health support and services into early childhood program (center based, home based and home visitation). Students will investigate key infant toddler mental health principals and understand the latest research and best practice related to infant mental health.

TE 339 – Infant and Toddler Curriculum 2 credit hours
This course is designed to help students plan a responsive and relationship-based curriculum for infants, toddlers and their families. Students will compare and contrast research based infant toddler curriculums, as well as review a variety of caregiver resources. Students will learn how to plan curriculum, produce individualized lesson plan that reflect children’s interests while also meeting program criteria and performance standards. In addition, students will explore a variety of early childhood program options including home childcare, home visitation and center based care.

TE 341 – Foundations of Early Childhood Education 2 credit hours
The focus of this introductory course is on historical and philosophical developments in the care and education of children with typical and atypical development, birth through age eight. Legal basis of services for young children and current social issues and legislation are studied. Students are introduced to the range of children served and developmentally appropriate practices for each of the age groups: infants and toddlers, preschoolers, kindergarteners, and primary grade children.

TE 342 – Literacy Methods for the Preschool Teacher 2 credit hours
The focus of this course is on preparing teachers to create effective beginning literacy programs for young children. Primary focus will be on preschool aged children with attention to both typical, atypical, and second language development. Students will (1) understand child development in relation to oral and written language, (2) be able to assess young children's language skills, (3) know how to create literacy-rich environments, (4) learn important teaching strategies to effectively promote early language skills, and (5) address the language needs of a diverse range of learners, including those with disabilities and Dual Language Learners.
Prerequisite: TE 336 or permission

TE 338L – Field Experience: Birth to Age 3 0.5 credit hours
This course is designed to provide practical application of integrated, inclusive instructional strategies and assessment procedures for all young children birth through age three. Students will be placed in early childhood teaching environments with children birth through age three including children with disabilities. The experiences shall consist of 30 clock hours with 20% of the hours (6 hours) in settings with children with a range of disabilities.
Corequisite: TE 343.

TE 343 – Methods of Inclusive Education Birth through Age 3 3 credit hours
This course is designed to provide students with the experiential knowledge and practical skills necessary to select, evaluate, develop, adapt, and implement developmentally appropriate inclusive instructional strategies for infants and toddlers birth through age three across developmental domain areas. Students will focus on arranging inclusive environments, monitoring children’s progress, working with IFSP’s, and embedding inclusive teaching strategies within the context of developmentally appropriate curriculum materials to maximize healthy development and learning for infants and toddlers with and without disabilities.
Prerequisite: Admission to Teacher Education and TESE 334 or FAMS 150.
Corequisite: TE 343L.

TE 343L – Field Experience: Birth to Age 3 0.5 credit hours
This course is designed to provide practical application of integrated, inclusive instructional strategies and assessment procedures for all young children birth through age three. Students will be placed in early childhood teaching environments with children birth through age three including children with disabilities. The experiences shall consist of 30 clock hours with 20% of the hours (6 hours) in settings with children with a range of disabilities.
Corequisite: TE 343.

TE 344 – Methods of Inclusive Education Ages 3 to 5 3 credit hours
This course is designed to provide students with the experiential knowledge and practical skills necessary to select, evaluate, develop, adapt, and implement developmentally appropriate inclusive curricular materials and instructional strategies for children ages 3 to 5. Students will focus on arranging inclusive environments, monitoring children’s progress, working with IEPs, and embedding inclusive teaching strategies within the context of developmentally appropriate curriculum materials to maximize healthy development and learning for children ages 3 to 5 with and without disabilities, including those who are gifted or who are English Language Learners.
Prerequisite: Admission to Teacher Education and TESE 334 or FAMS 150.
Corequisite: TE 344L.

TE 344L – Field Experience: Ages 3 to 5 0.5 credit hours
This course is designed to provide practical application of integrated, inclusive instructional strategies and assessment procedures for all young children ages three to five. Students will be placed in early childhood teaching environments with children age 3 through age five including children with disabilities. The experiences shall consist of 30 clock hours with 20% of the hours (6 hours) in settings with children with a range of disabilities.
Corequisite: TE 344.

TE 345 – Field Experience: Early Childhood Unified 0.5 credit hours
This course is designed to provide practical application of integrated, inclusive instructional strategies and assessment procedures for all young children birth through age eight. Students will be placed in early childhood teaching environments with children birth through age eight including children with disabilities. The experiences shall consist of 25 clock hours with 20% of the hours (5 hours) in settings with children with a range of disabilities.
Total Credits Allowed: 1.00
Prerequisite: Admission to Teacher Education or FAMS 150.
Corequisite: TE 343 or TE 344.
TE 346 – Early Childhood Program Administration  1 credit hour
This course is designed to provide students with a comprehensive understanding of the administrative aspects of early childhood programs. This course will prepare students to plan a facility, identify program goals, work with community resources, collaborate with schools and other early childhood programs, implement an early childhood program, and evaluate program quality.
Prerequisite: TE 341

TE 347 – Literacy Methods 0-3  2 credit hours
The focus of this course is on preparing teachers to create effective beginning literacy programs for young children. Primary focus will be on children ages 0-3 years. Students will (1) understand child development in relation to oral and written language, (2) know how to create literacy-rich environments, (3) learn important strategies to effectively promote early language and literacy skills, (4) be able to assess young children’s language and literacy skills, (5) be able to support parents as the primary educator of their children and (6) address the language needs of a diverse range of learners, including those with disabilities and English Language Learners.
Prerequisite: TE 100 or FAMS 250 or FAMS 251

TE 348 – Math, Science, and Social Studies for Children 0-8  3 credit hours
This course is designed to provide students with the experiential knowledge and practical skills necessary to develop, and implement developmentally appropriate curricular materials and instructional strategies in the areas of math, science, and social studies for children 0-8. Students will develop an understanding of social concepts and mathematical and scientific processes in the context of child development and how to implement activities and experiences across subject areas and themes that engage children in the learning process and help them internalize foundational concepts. Students will develop the skills to prepare materials and activities that are culturally sensitive, and address the needs of children with and without disabilities, including those who are gifted or who are English Language Learners.
Prerequisite: TE 336 or TE 311

TE 349 – Supporting Young Children Through Family & Community Involvement  1 credit hour
This course is designed to help students acquire the critical skills they need to establish effective, productive relationships with the families of young children and members of the community. Students will utilize a wide array of realistic case studies, and issues for discussion that sensitively address the increasing diversity of family structures in society. In addition, students will have a better understanding of parents and families and the resources available to them.

TE 351 – Reading in the Content Area  2 credit hours
This is a reading class designed for undergraduate students seeking an endorsement in Elementary Education or for those students seeking a Middle School Endorsement. The course will emphasize the following: the reading process, textbook selection, the structure of texts, vocabulary, comprehension, questioning and study skills, writing across the curriculum, curriculum, literature and technology integration.
Prerequisite: Admission to Teacher Education.
Corequisite: TE 352 and TE 353 and TE 354.

TE 352 – Elementary Social Studies Methods  3 credit hours
This course provides the student with an overview of the purpose and structure of social studies in the elementary school curriculum. Specific focus on appropriate knowledge and skill in teaching social studies. Students will be engaged in constructivist activities that promote an inquiry-based social studies program for the elementary grades.
Prerequisite: Admission to Teacher Education.
Corequisite: TE 351 and TE 353 and TE 354.

TE 353 – Elementary Science Methods  3 credit hours
This course is designed to help students develop knowledge and skill in the teaching of science at the elementary school level. The course emphasizes the rationale and techniques used to develop and implement inquiry-based science lessons in grades K-6.
Prerequisite: Admission to Teacher Education Program.
Corequisite: TE 351 and TE 352 and TE 354.
Additional Course Fee Required

TE 354 – Field Experience in Elem School Science, Social Studies, and Content Area Read  1 credit hour
This course provides students with 50 clock hours of field experience in the teaching of science, social studies, and content-area reading at the elementary school level.
Prerequisite: Admission to Teacher Education Program and TE 318.
Corequisite: TE 351 and TE 352 and TE 353.

TE 388 – GS Capstone  3 credit hours
An interdisciplinary experience where students apply the knowledge, cognitive abilities, and communication skills they have gained from General Studies in designing and completing an original project or paper. Students employ methods and interpretive means of two or more disciplines to integrate knowledge and synthesize their results. Satisfies the General Studies capstone course requirement. Students may take their Capstone course in any discipline.
Prerequisite: Junior or senior level standing or within 6 hours of completing general studies requirements.

TE 400 – Student Teaching  12-17 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.
Total Credits Allowed: 17.00

TE 408 – Human Relations  1 credit hour
Designed to enable the future classroom teacher to promote multicultural understanding through varied learning experiences focusing on language and cultural diversity. This course meets the Human Relations requirement specified in Rule 20 by the Nebraska Department of Education.

TE 411 – Inclusive Practices for Students with Exceptionalities in PreK-8 Classrooms  3 credit hours
The course addresses the instructional needs of students with exceptionalities and giftedness in integrated settings. Special education referral process, Rule 51, Rule 3, Section 504, analysis of instruction/environment and its impact on learning, assignment/assessment modification, behavioral issues, and evaluation of student learning will be emphasized.
Prerequisite: Admission to Teacher Education Program and TE 311 or TE 471 or TE 472
TE 471 – History and Philosophy of Middle School 3 credit hours
This course is designed to prepare students to understand the background and current trends in middle level education. It also will prepare students to understand the particular developmental needs that young adolescents experience and how middle level teachers develop curriculum and classroom activities to meet the cognitive, social, emotional and physical needs in the classroom.
Prerequisite: TE 100

TE 472 – Management and Assessment in Middle Level Classrooms 2 credit hours
This course is designed to prepare students for the considerable challenges of effectively planning and designing classroom instruction, assessing student progress toward defined objectives and managing student behavior at the middle level. The course will emphasize: planning and preparation, standards-based instruction, assessment alternatives, creating quality assessment tools, standardized testing, interpreting assessment results, and managing student behavior at the middle level.
Prerequisite: Admission to Teacher Education Program.
Corequisite: TE 473.

TE 473 – Field Experience in Middle Level Classrooms 1 credit hour
This 50 clock hour minimum field-based experience is designed to induct students into classroom teaching and develop an awareness of the many roles of a professional educator at the middle level. Under the mentorship of a practicing middle grades educator, students will progress through a three-stage process including assisting, co-teaching, and limited teaching. Students will also be required to engage in a variety of school-related activities commonly encountered by professional educators at the middle level.
Total Credits Allowed: 2.00
Prerequisite: Admission to Teacher Education Program.
Corequisite: TE 472.

TE 474 – Problem Solving in the Elementary and Middle School Classroom 3 credit hours
Topics include activities with hand-held calculators, topics from number theory, geometry, new looks at old geometry problems, problem solving as a process, probability, statistics and mathematical systems.

TE 480 – Information Technology, Ethics, and Social Responsibility 3 credit hours
This course addresses ethical, human and social issues related to information technology, which also include privacy, accessibility, copyright, intellectual property, plagiarism and information validity. Participants in this course will examine and practice ethical and legal use of technology systems and digital content that model citizenship in the digital age.

TE 498 – Independent Study 1-3 credit hours
Investigation of a selected topic or problem on an individual basis. Designed to serve students in teacher education who desire additional study in an area of interest. (Grading A-F)
Total Credits Allowed: 6.00

TE 499 – 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: 6.00