

TEACHER EDUCATION (TE)

TE 100 – Teaching in a Democratic Society 3 credit hours

This course investigates the intersectionality of education, diversity, and democracy. This course is designed to increase awareness and appreciation of how schools and communities work to sustain democracy in a diverse society. Students will explore several aspects of human diversity and democratic issues experienced in schools and society. TE 100 seeks to increase students' awareness of personal, educational, and societal inequalities, and the actions leading to a more equitable and inclusive classroom and community. This course includes a field experience component in PK-12 school sites where students will make observations to evaluate best practices for diversity to become more culturally and democratically engaged as future professionals and possible educators.

TE 126 – First Year Seminar 1 credit hour

The First-Year Seminar provides students with a multidisciplinary experience in which they approach an issue or problem from the perspective of three different academic differences. The First-Year Seminar will consist of three 1-credit hour courses taken as co-requisites in a single semester. The successful completion of all three courses satisfies the General Studies LOPER 1 course requirement. Students may take the First-Year Seminar in any discipline, irrespective of their major or minor. Students admitted as readmit students or transfer students who transfer 18 or more hours of General Studies credit to UNK are exempt from taking a LOPER 1 course.

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 218 – Teaching in a Preschool/Elementary School Classroom 3 credit hours

This course is designed to prepare students for the challenges of effectively managing the classroom. The course emphasizes: planning, preparing, establishing routines, managing student behavior, incorporating standards-based lessons, exploring assessment options, making data-driven decisions, examining effective teacher characteristics, and building a positive classroom of learners.

TE 241 – Foundations of Early Childhood Education 3 credit hours

This introductory course addresses historical, theoretical, and philosophical influences in early childhood care and education, birth through age eight. Students will gain insight into the value and benefits of early childhood services, issues and trends, the profession, and career options. Students will become familiar with application of developmentally appropriate practices for each early childhood age group: infants and toddlers, preschoolers, and kindergarten through grade three.

TE 242 – Literacy Methods for the Preschool Teacher 3 credit hours

This course will prepare students to understand, assess, and support preschool children's oral and written language development, including those with special needs or who are learning multiple languages. Students will also learn to evaluate and create literacy-rich environments and implement emergent literacy strategies to enhance oral language, pre-reading, early writing, for preschool children across the range of communicative development. Students will also learn the role of technology in early literacy learning and how to utilize assistive technology for children who benefit from these supports.

Prerequisite: CDIS 261 or TE 241

TE 248 – Math, Science, and Social Studies for Children Ages Birth-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 ages birth through eight. Students will develop an understanding for how to engage children in learning processes 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 and who are English Language Learners.

Prerequisite: TE 204 or TE 241

TE 249 – Supporting Young Children Through Family & Community Involvement 3 credit hours

This course is designed to help students acquire the critical skills they need to establish effective, productive relationships with the families, communities, and teaching teams of the young children they serve, particularly young children birth to age eight. Students will examine their beliefs and practices for supporting young children through family and community systems, utilizing a wide array of case studies for discussion that sensitively address diverse family structures, strengths, and needs. Students will build their knowledge, skills, and dispositions for supporting family and community engagement.

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 – Practicum: 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.

Department Consent Required

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 204.

Corequisite: Completion or enrollment in TE 218 or TE 319 or TE 472 and co-enrollment in 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 (K-3). 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 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 MUS 356 or MUS 467 or PE 471.

TE 320 – Field Experience in Secondary Classroom 2 credit hours

This 100 clock 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 English Language Learners and Emergent Bilinguals 3 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 English learners and emergent bilingual 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 general education classroom teacher needs to develop in order to effectively teach language learners. A 10-hour observation practicum experience is required.

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 comprehension 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 Classrooms 3 credit hours

This course will provide students with the knowledge and skills needed to plan and create effective preschool programming that incorporates developmentally appropriate practices across a range of curricular areas and developmental domains and addresses the developmental and learning needs of children with a wide range of abilities.

Prerequisite: TE 241.

Corequisite: TE 336L.

TE 336L – Field Experience: Methods for Preschool Classrooms 0.5 credit hours

This course is designed to provide practical application of developmentally appropriate practices for preschool children. Students will work in preschool classrooms and engage in experiences that will allow them to plan, create, implement, and reflect on teaching experiences they provide for the preschool children they are assigned. Teaching applications will incorporate developmentally appropriate practices across a range of curricular areas and developmental domains and addresses the developmental and learning needs of children with a wide range of abilities. The experiences shall consist of 30 clock hours.

Prerequisite: TE 241.

Corequisite: TE 336.

TE 337 – Assessment and Observation of Young Children 3 credit hours

This course is designed to introduce students to developmentally appropriate methods for observing, assessing, and evaluating young children, including those with diverse cultural and ethnic backgrounds. Students will develop and apply skills related to the observation and interpretation of children's daily activities and behaviors as well as the collection and interpretation of work products and other assessment measures. Students will also complete 20 clock hours of observation and assessment activities in an early childhood setting.

Prerequisite: TE 241 and FAMS 251

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 3 credit hours

This course is designed to help students plan responsive and relationship-based curriculum for infants, toddlers, and their families. Students will explore a variety of infant toddler program options and educational environment including home childcare, home visitation and center-based care. 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 developmentally appropriate curriculum, assess environments, produce individualized activities that reflect children's interests and needs while also meeting program criteria and/or standards

Prerequisite: TE 241 and FAMS 251.

Corequisite: TE 339L.

TE 339L – Field Experience: Infant Toddler Curriculum 0.5 credit hours

This course is designed to provide practical application of developmentally appropriate practices for work with infants and toddlers, ages birth to three. Students will work in infant toddler educational settings and engage in experiences that will allow them to plan, create, implement, and reflect on teaching experiences they provide for infants and toddlers they are assigned. Teaching applications will incorporate developmentally appropriate practices across a range of curricular areas and developmental domains and addresses the developmental and learning needs of children with a wide range of abilities. The experiences shall consist of 30 clock hours.

Prerequisite: TE 241 and FAMS 251.

Corequisite: TE 339.

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. Student 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 3 credit hours

This course is designed to provide students with an understanding of management and leadership roles and responsibilities across a variety of early childhood program options. This course will prepare students to conduct program assessment and planning through knowledge and use of standards and guidelines. A focus on professional advocacy and leadership will be addressed as will identification of opportunities for enhance quality through collaboration with community partners.

Prerequisite: TE 241 and TE 336 and TE 336L and TE 339 and TE 339L

TE 347 – Literacy Methods Birth to Age Three 3 credit hours

This course will prepare students to understand, assess, and support infant and toddler language and literacy development including those with special needs or who are learning multiple languages. Students will also learn to evaluate and create literacy-rich home-based and center-based environments and implement emergent literacy strategies to enhance oral language, pre-reading, pre-writing, for infants and toddlers across the range of communicative development.

Prerequisite: TE 241 or FAMS 250 or FAMS 251

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 218.

Corequisite: TE 351 and TE 352 and TE 353.

TE 399 – Substitute Teaching 1 credit hour

The substitute teaching program, in partnership with the Educational Service Units 9, 10 and 11 will enable teacher candidates to substitute teach in participating ESU 9, 10 and 11 school districts under one local substitute permit issued by Nebraska Department of Education (NDE). School districts in ESUs 9, 10 and 11 will be provided with a list of University of Nebraska-Kearney (UNK) teacher candidates in this program and the dates they are available. Teacher candidates will not be permitted to miss any UNK classes to substitute teach under the sponsorships of this partnership with ESUs 9, 10 and 11. Central Nebraska Substitute Consortium (CNSC) is the Local Substitute Permit partnership with ESUs 9, 10 and 11.

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 16 weeks (12 credit hours) or 20 weeks (17 credit hours) 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 423 – The Science of Reading and Writing 3 credit hours

The objective of this course is to help teachers increase their knowledge of the process of language acquisition, linguistic, psychological, and cultural concepts of literacy and pedagogy through an in-depth study of the development of brain structure and function. Students will increase their skills for evaluating current research for application to practice and implementation with diverse learners. The science of reading, writing, teaching, and learning will be addressed.

TE 424 – 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 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 – Practicum 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