

DEPARTMENT OF TEACHER EDUCATION

The Department of Teacher Education administers the professional education component (<http://catalog.unk.edu/undergraduate/departments-programs/teacher-education/professional-sequence-education-degrees>) of all undergraduate and graduate teaching programs.

For more information about the department's Transitional Certification Program (<http://catalog.unk.edu/graduate/departments/teacher-education/post-baccalaureate-transitional-certification-program>), see the Graduate Catalog.

Department Mission

The Department of Teacher Education is committed to the principle that teaching is a moral endeavor and that the primary purpose of education in America's schools is the preparation of our youth for the role of citizen in our social and political democracy. This basic belief forms the foundation of our mission. The mission is predicated upon the four moral dimensions espoused by the National Network for Educational Renewal (NNER):

- a. the enculturation of youth into a social and political democracy;
- b. access to knowledge;
- c. nurturing pedagogy; and
- d. stewardship.

The themes of democracy, diversity, and technology are also central to department courses and programs.

Department Objectives

1. To provide premier undergraduate and graduate programs for the preparation of preservice teachers and the professional development of in-service teachers.
2. To encourage the habits of independent and lifelong learning among undergraduate- and graduate-level students.
3. To foster the development of effective and committed educators who are responsible, collaborative, and reflective. To this end, department undergraduate and graduate courses provide a broad knowledge base, applied skills, competencies, dispositions, and appropriate field and/or practicum experiences.

College of Education - Desired Outcomes - Initial Certification Morally Responsible Professionals in a Social/Political Democracy

The University of Nebraska at Kearney recognizes the importance of education in and for a democratic society and has identified the following desired outcomes. Therefore, by the time UNK students complete their education program, they will:

1. Demonstrate Knowledge of:
 - (Ka) teaching area content.
 - (Kb) learning theory, instructional strategies and management practices that accommodate and enhance learning of all learners.

- (Kc) purposes of schooling in a diverse and democratic society.
- (Kd) data collection and interpretation procedures necessary to maximize learning for all learners.

2. Demonstrate Skills to:
 - (Sa) develop and implement lesson plans that utilize appropriate P-12 content standards and subject matter.
 - (Sb) utilize student data to implement multiple instructional and management strategies.
 - (Sc) use technology effectively in the school setting.
3. Demonstrate Dispositions of:
 - (Da) collaboration: Demonstrates ability to work productively with colleagues and students in school and community settings.
 - (Db) reflection: Demonstrates self-assessment abilities and adjusts/adapts teaching and learning strategies to enhance learning of all learners.
 - (Dc) responsibility: Assumes accountability for professional and ethical behavior to promote a safe and supportive learning environment.

Elementary/Middle Level/Early Childhood Education Major

Three options are available in this major:

1. Elementary Education Teaching Field Endorsement (<http://catalog.unk.edu/undergraduate/departments-programs/teacher-education/elementary-education-teaching-field-endorsement-bae>) - Bachelor of Arts in Education Degree
2. Middle Level 5-9 Teaching Subject Endorsement (<http://catalog.unk.edu/undergraduate/departments-programs/teacher-education/middle-level-teaching-field-endorsement-bae>) - Bachelor of Arts in Education Degree
or Middle Level 5-9 Teaching Subject Endorsement (<http://catalog.unk.edu/undergraduate/departments-programs/teacher-education/middle-level-teaching-field-endorsement-bse>) - Bachelor of Science in Education Degree
3. Early Childhood Inclusive Teaching Field Endorsement (<http://catalog.unk.edu/undergraduate/departments-programs/teacher-education/early-childhood-inclusive-teaching-field-endorsement-bae>) - Bachelor of Arts in Education Degree

Special Education Major

Three options are available in this major:

1. Special Education K-12 Teaching Field Endorsement (<http://catalog.unk.edu/undergraduate/departments-programs/teacher-education/special-education-k-12-teaching-field-endorsement-bae>) - Bachelor of Arts in Education Degree
2. Special Education K-6 Teaching Subject Endorsement (<http://catalog.unk.edu/undergraduate/departments-programs/teacher-education/special-education-k-6-teaching-subject-endorsement-bae>) - Bachelor of Arts in Education Degree
3. Special Education 7-12 Teaching Subject Endorsement (<http://catalog.unk.edu/undergraduate/departments-programs/teacher-education/special-education-7-12-teaching-subject-endorsement-bae>) - Bachelor of Arts in Education Degree

Minors in Early Childhood Education (<http://catalog.unk.edu/undergraduate/departments-programs/teacher-education/early-childhood-education-minor>), Educational Studies (<http://catalog.unk.edu/undergraduate/departments-programs/teacher-education/educational-studies-minor>), Special Education (<http://catalog.unk.edu/undergraduate/departments-programs/teacher-education/special-education-minor>), and Training and Development in the Workplace (<http://catalog.unk.edu/undergraduate/departments-programs/teacher-education/training-development-workplace>) are available in the department.

A supplemental endorsement is offered in English As a Second Language (<http://catalog.unk.edu/undergraduate/departments-programs/teacher-education/supplemental-endorsement-english-second-language>).

For more information about the department's Transitional Certification Program (<http://catalog.unk.edu/graduate/departments/teacher-education/post-baccalaureate-transitional-certification-program>), see the Graduate Catalog.

Christopher Knoell, **Chair**

Professor: Sherry Crow, Scott Fredrickson, Carrie Kracl, Jane Strawhecker

Associate Professor: Tommy Hansen, Dena Harshbarger, Christopher Knoell, Jeff Kritzer, Linda Lilienthal, Jude Matyo-Cepero, Wendy McCarty, Dawn Mollenkopf, Glenn Tracy, Phu Vu, Jane Ziebarth-Bovill

Assistant Professor: Julia Agard, Alice Cahill, Chandra Diaz DeBose, Martonia Gaskill, Paula Thompson, Stathene Varvisotis, Brian Wojcik

Senior Lecturer: Camie West

Lecturer: Jane Blum, Christine Fisher, Bailey Koch, Margaret McCollough

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 (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 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 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 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 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 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 341 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, kindergartners, 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 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 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

Teacher Education Montessori (TEMO)

TEMO 403 – Montessori Early Childhood Philosophy and Child Development 3 credit hours

Students will study the basic theories, stages and areas of child development according to the major contemporaries. Students will become knowledgeable about the complex interaction between heredity and environmental factors (including school, home and neighborhoods). Students will learn how to observe, record and analyze a child's physical, motor, social-emotional and cognitive development for the specific age level of intended certification. An introduction to the philosophical ideas (i.e., absorbent mind, sensitive periods, social-mathematical mind, spiritual and moral development) of Dr. Maria Montessori as they relate to the child, material, teacher and environment are presented.

TEMO 404 – Montessori Elementary I Core Applications I 3 credit hours

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

Prerequisite: TEMO 406 and TEMO 410.

Corequisite: TEMO 408.

TEMO 406 – Montessori Elementary I Physical Science/Biology 3 credit hours

The primary goal of this course is to acquaint the student with the Montessori Physical Science/Biology methodology, rationale, scope and sequence of curriculum in the lower elementary classroom (ages 6-9 years). The student will develop, refine and demonstrate the skills necessary to become an effective Montessori teacher in the area of lower elementary Montessori Physical Science/Biology.

Prerequisite: TEMO 403

TEMO 407 – Montessori Elementary I History/Geography 3 credit hours

The primary goal of this course is to acquaint the student with the Montessori Geography/History methodology, rationale, scope and sequence of curriculum in the lower elementary classroom (ages 6-9 years). The student will develop, refine and demonstrate the skills necessary to become an effective Montessori teacher in the area of lower elementary Montessori Geography/History.

Prerequisite: TEMO 403

TEMO 408 – Montessori Elementary I Core Applications II 3 credit hours

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

Prerequisite: TEMO 407 and TEMO 409.

Corequisite: TEMO 404.

TEMO 409 – Montessori Elementary I Language and Grammar 3 credit hours

The primary goal of this course is to acquaint the student with the Montessori language/grammar methodology, rationale, scope and sequence of curriculum in the lower elementary classroom (ages 6-9 years). The student will develop, refine and demonstrate the skills necessary to become an effective Montessori teacher in the area of lower elementary Montessori language/grammar.

Prerequisite: TEMO 403

TEMO 410 – Montessori Elementary I Mathematics/Geometry 3 credit hours

The primary goal of this course is to acquaint the student with the Montessori mathematics/geometry methodology, rationale, scope and sequence of curriculum in the lower elementary classroom (ages 6-9 years). The student will develop, refine and demonstrate the skills necessary to become an effective Montessori teacher in the area of lower elementary Montessori mathematics/geometry.

Prerequisite: TEMO 403

TEMO 411 – Montessori Early Childhood Practical Life 3 credit hours

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

Prerequisite: TEMO 403

TEMO 412 – Montessori Early Childhood Math and Sensorial 3 credit hours

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

Prerequisite: TEMO 403 and TEMO 411

TEMO 413 – Montessori Early Childhood Language and Grammar 3 credit hours

This course is designed to prepare the student to identify and present materials aiding in the development of language arts skills for the child in a Montessori early childhood classroom. The primary goal of this course is to prepare the student with the Montessori language curriculum materials, their rationale and sequence in the classroom; and for the student to develop, refine and implement the skills necessary to become an effective Montessori teacher in the area of language development at the Early Childhood level.

Prerequisite: TEMO 403 and TEMO 411

TEMO 414 – Montessori Early Childhood Core Applications I 3 credit hours

The primary goal of this course is to prepare the student to develop, refine and implement the skills necessary to become an effective Montessori teacher in the area of practical life, math, and sensorial development at the Early Childhood level. Students will also refine their ability to observe, record and analyze a child's physical, motor, social-emotional and cognitive development for the child from 2.5-6 years of age, and address the needs of the exceptional child in the Montessori classroom.

Prerequisite: TEMO 411 and TEMO 412.

Corequisite: TEMO 415.

TEMO 415 – Montessori Early Childhood Core Applications II 3 credit hours

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

Prerequisite: TEMO 411 and TEMO 413.

Corequisite: TEMO 414.

TEMO 416 – Montessori Practicum: Early Childhood 3 credit hours

The function of the Practicum Phase is to provide for the student a supervised teaching/learning experience for children ages 2.5 to 6 and a period of observation, internalization, and further study, to bring together the theory and practice of Montessori early childhood education.

Prerequisite: TEMO 414 and TEMO 415

TEMO 417 – Montessori Practicum: Elementary I 3 credit hours

The function of the Practicum Phase is to provide for the student a supervised teaching/learning experience for children 6-9 and a period of observation, internalization, and further study, to bring together the theory and practice of Montessori Elementary I education.

Prerequisite: TEMO 404 and TEMO 408

Teacher Education Special Education (TESE)

TESE 323 – Partnerships with Families 1 credit hour

This course concentrates on the teacher's role in building successful relationships between families, educators, schools, and communities. Concrete strategies for increasing respectful, successful family-school partnerships that enhance children's school success will be emphasized.

Prerequisite: Completion of or concurrent enrollment in TE 204

TESE 330 – Collaboration, Consultation, and Co-Teaching 3 credit hours

This course is designed to prepare educators for collaborative consultation and co-teaching in serving the educational needs of students, families, educators and community agencies. Skills for communication and collaboration are practiced. Students will learn to work with families and other professionals from all cultural and economic backgrounds, the impact of having a child with special needs. Students will also develop the skills necessary to develop successful co-teaching environments.

Prerequisite: TE 204 or FAMS 251 or FAMS 253

TESE 333 – Serving Young Children with Special Needs 3 credit hours

The focus of this course is to provide a thorough overview of early intervention and early childhood special education, with special attention to medical and disability characteristics of young children with special developmental and learning needs, and how these may be further impacted by cultural and at-risk factors. Students will become familiar with the IFSP and IEP process, including how to collaborate with other team members and work with families, and understand Part C regulations under IDEIA.

TESE 334 – Assessment and Intervention 3 credit hours

The focus of this course is to provide a thorough understanding of the assessment process, uses of assessment for screening, identification, planning for intervention, and progress monitoring. Students will understand the types of assessments used, evaluate assessments to determine the best match for its purpose, and incorporate child factors including disability and culture, to select and use appropriate assessments. Students will use assessment data to make meaningful decisions for intervention.

Prerequisite: TESE 333.

Corequisite: TESE 334L.

TESE 334L – Field Experience: Assessment and Intervention 0.5 credit hours

This course is designed to provide practical application of the assessment process for screening, identification, planning for intervention and progress monitoring. Students will work in early childhood settings with assigned children who have disabilities to administer appropriate assessments and use assessment data to make meaningful decisions for intervention. Students will monitor child progress and adjust interventions as needed to maximize development and learning. The experiences shall consist of 30 clock hours.

Corequisite: TESE 334.

TESE 371 – Field Experience with Students with Multiple Disabilities 0.5 credit hours

The course is designed to provide practical application of learned skills. Students will be placed in a special education setting for a total of twenty-five clock hours. Students will implement learning strategies and develop a behavior intervention plan. Students will also complete five additional hours, work in a classroom, or at events benefiting individuals with disabilities. This course is required for majors in Special Education K-12 and Special Education K-6. It should be taken one to two semesters prior to student teaching.

Prerequisite: Admission to Teacher Education Program.

Corequisite: TESE 372.

TESE 372 – Instructional Strategies for Individuals with Intellectual and Multiple Disabilities 3 credit hours

The course is designed to prepare future educator to provide services for individuals with intellectual disabilities and for individuals with multiple disabilities, which may or may not also include intellectual disabilities. Course topics will include intervention for life skills, communication skills, community-based instruction, alternate curriculum, as well as accommodations and modifications to allow the learner to be included in the general education curriculum where appropriate.

Prerequisite: Admission to Teacher Education.

Corequisite: TESE 371

TESE 421 – Individuals with Exceptionalities 3 credit hours

This introductory course surveys the various disability areas in the field of special education and associated educational implications and procedures. Legislation and the influence on special education are discussed along with contemporary issues and trends in special education. This course meets the exceptionality training requirement specified in Rule 20 by the Nebraska Department of Education.

TESE 437 – Medical Aspects of Individuals with Disabilities 3 credit hours

This course provides students with a general knowledge of the medical conditions seen in children with disabilities. It will familiarize students with terminology, medications, procedures, equipment, and interventions used for children with medical complications. Teacher responsibilities in regards to medical conditions will be covered.

Prerequisite: TE 204

TESE 461 – Legal Issues in Special Education 3 credit hours

This course provides students with the knowledge and understanding of the history and federal regulations in the field of special education. Professional ethics and code of conduct will be emphasized. Students will explore the foundations for various mandated activities such as parents' rights, IEP components and monitoring, special education placement procedures and mandated timelines.

Prerequisite: Completion of or concurrent enrollment in TE 204

TESE 462 – Assessment and IEP Development 4 credit hours

This course develops the student's ability to conduct both informal and formal academic assessment in special education. Academic assessment will include administration, scoring, and interpretation of standardized instruments. Academic assessment will also include development and administration, scoring, and interpretation of informal measures to assess needs and growth. Students will learn to report assessment results using the Multi-disciplinary Team Format (M-Team Report). Students will also learn how to use assessment results to develop Individualized Educational Plans (IEP). Both the M-Team Report and IEPs will be written on Nebraska Department of Education forms using the online Student Report System (SRS).

Additional Course Fee Required

TESE 463 – Instructional Strategies for Individuals with Disabilities 3 credit hours

The course is designed to address the instructional needs of students with disabilities. Academic instructional interventions and specialized materials and programs will be emphasized. Students will apply their knowledge of lesson plan development in the co-requisite field experience.

Prerequisite: Admission to Teacher Education Program and TESE 462.

Corequisite: TESE 464 and TESE 467 and TESE 468.

TESE 464 – Field Experience with K-8 Students 1 credit hour

The course is designed to provide practical application of learned skills. Students will be placed in an elementary special education setting for a total of fifty clock hours. Students will develop and implement lesson plans and a behavior change plan.

Total Credits Allowed: 2.00

Corequisite: TESE 463 and TESE 467 and TESE 468.

TESE 467 – Behavioral Interventions 3 credit hours

The course is designed to address behavioral needs of students with disabilities. Functional behavior assessment, behavior intervention plans, and strategies for special behaviors will be emphasized. Students will apply their knowledge of behavior interventions in the co-requisite field experience.

Prerequisite: Admission to Teacher Education Program.

Corequisite: TESE 463 and TESE 464 and TESE 468.

TESE 468 – Assistive Technology 2 credit hours

The course explores assistive technology interventions that enable students with disabilities to participate in the general education curriculum. Interventions will be explored in reading, writing, math, spelling and content areas. Alternative access to computers will be discussed.

Prerequisite: Admission to Teacher Education Program and TESE 462.

Corequisite: TESE 463 and TESE 464 and TESE 467.

TESE 469 – Psychology and Education of Gifted and Talented Learners 3 credit hours

This introductory course will focus on the cognitive, social, and emotional characteristics of gifted/talented learners at various developmental levels and development of appropriate differentiation. Additional topics include methods of identification, implications of cultural diversity, working with families, historical perspectives, important research studies, equity in education, and use of technology.

TESE 470 – Guiding the Social & Emotional Development of Gifted/Talented Learners 3 credit hours

This course focuses on understanding the social and emotional characteristics and development of typical and special populations of gifted/talented learners, current theories and issues related to their guidance and counseling, and principles and strategies of intervention.

TESE 472 – Strategies for Teaching Students with Intellectual Disabilities 2 credit hours

The course is designed to prepare future educators to provide services for individuals with intellectual disabilities. Emphasis will be placed on interventions for life skills, communication, vocational, and functional academics. Additional interventions will include community-based instruction, study skills, and assessment of alternate curriculum.

Accommodations and modifications to allow the child to be included in the general education curriculum will also be explored. This course is required for majors in Special Education K-12 and Special Education K-6. It should be taken one to two semesters prior to student teaching.

Prerequisite: Admission to Teacher Education Program.

Corequisite: TESE 471 and TESE 473.

TESE 473 – Teaching Students with Multiple Disabilities 2 credit hours

The course is designed to prepare future educators to provide services for individuals with multiple disabilities. Emphasis will be placed on interventions for life skills, communication, and academics. In addition, future educators will gain knowledge on issues of mobility and positioning which will enhance a child's ability to reach their full potential.

Accommodations and modifications to allow the child to be included in the general education curriculum will also be explored. This course is required for majors in Special Education K-12 and Special Education K-6. It should be taken one to two semesters prior to student teaching.

Prerequisite: Admission to Teacher Education Program.

Corequisite: TESE 471 and TESE 472.

TESE 474 – Field Experience 0.5 credit hours

The course is designed to provide practical application of learned skills. Students will be placed in a special education classroom for a total of twenty-five clock hours. Students will develop and implement lesson plans and a behavior change plan.

Prerequisite: Coerequisite: TESE 475.

TESE 475 – Curriculum Content for Secondary Students with Disabilities 2 credit hours

This course is designed to address the instructional needs of secondary students with disabilities. Task analysis, community-based interventions, functional academics, modification of materials, and alternative assessments will be emphasized. Students will apply their knowledge of lesson plan development in the development of age and ability appropriate lessons in reading, math, and writing both in a school and community/life skills setting.

Prerequisite: Admission to Teacher Education Program.

Corequisite: TESE 474.

TESE 476 – Transitional Issues for Individuals with Disabilities 2 credit hours

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

Prerequisite: Admission to Teacher Education Program.

TESE 479 – Teaching Social Skills to Students with Autism Spectrum Disorder 3 credit hours

This course is designed to provide students with the knowledge and skills to teach social skills. Students will be exposed to various social skill programs presently on the market that have been designed for students with special needs. The development of social stories and social scripts will be emphasized. Students will apply their knowledge of lesson plan development in the development of age appropriate social skills lessons.

Prerequisite: Admission to Teacher Education Program.

TESE 487 – Teaching Functional Academics to Individuals with Exceptional Needs 2 credit hours

This course is designed to provide students with strategies and interventions to enable the instruction of functional academics for students with exceptional needs. Students will be exposed to techniques for initial instruction in reading, math, and written language emphasizing real-life application. Experiences will include adapting general standards and curriculum and applying them to meet IEP functional goals and objectives.