

Teacher Education Program

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Doane's Teacher Education Program commits its mission, beliefs and guiding principles to the future in setting the following standards:

Mission for the Unit

To meet future expectations for our nation's schools, the Doane Education faculty believes the education of teachers and administrators is a developmental and emergent process. For development to occur, the roles of the educational professional include learner, teacher, researcher, and leader. To facilitate this growth, we will: 1) establish collaborative opportunities; 2) promote reflective inquiry tied to action research; 3) provide leadership experiences focusing on group processes; and 4) facilitate learning content in context. We believe these essential elements create practices designed to develop knowledge, skills and attitudes for the developing professional which are grounded in reflective, deliberate and collaborative work and which advocates for all students.

Belief Statements

The process of becoming a teacher/leader is emergent, based upon integration of theory and practice to develop attitudes, knowledge, and skills. We believe:

- Programs of quality promote learner-centered experiences and collaborative planning among the college teacher-educators, liberal arts faculty, K-12 practitioners, and pre-service students.
- Programs of quality promote inquiry and reflectivity and develop leadership to improve professional practice.
- Programs of quality provide a learning environment encouraging teachers to inquire into the context of learning and practice, act on beliefs, critique their own teaching and learning, and accept their research as an authentic and important means of improving practice.
- Programs of quality facilitate curriculum and instruction honoring diversity in gender, ethnicity, culture, language, social class and exceptionalities.

- Programs of quality promote modeling as an essential aspect of effective teacher education. Faculty in teacher education will model excellent teaching as defined by current research, applied practice, and professional experience.
- Faculty in programs of quality engage in teaching in settings in the world of practice and utilize action research for the direct purpose of enhancing programs.
- Programs of quality offer opportunities for students to examine the moral purposes of education and put into practice a philosophy of teaching and learning based on a personal ethical platform.
- Programs of quality see change as an essential element in teaching, learning, and leadership, and promote practices which value teachers and administrators as change agents in professional settings.

Guiding Principles

- All teacher education students have a strong background in general education courses, providing a foundation in the liberal arts.
- All elementary, middle school, early childhood, ESL, and special education pre-service teachers complete an academic background in those subjects common to their classrooms.
- All secondary pre-service teachers complete academic majors in their endorsement areas.
- The teacher education program integrates field and classroom experiences through a variety of instructional practices.
- The teacher education program pledges the competence of their program graduates to the employing school. This pledge assures that beginning teachers enter the profession with adequate knowledge and skills and appropriate attitudes to successfully carry out responsibilities of the teaching profession. Should a graduate lack a teaching skill or have inadequate knowledge, the best teacher education programs assume the responsibility to provide the requisite in-service education for that graduate.
- The teacher education program provides an induction experience for their graduates in the first year of teaching.
- The teacher education program maintains high academic standards.
- The teacher education division designs and revises certification programs based on current theory, research, applied practice and program review.
- The teacher education program utilizes historical and philosophical knowledge for understanding educational practices, purposes and values.

- The faculty in the teacher education program engages in meaningful research and dialogue with the world of practice.
- The teacher education faculty values authentic forms of assessment including performance assessment and traditional forms of assessment in the evaluation process of students and programs.
- The teacher education program provides experiences for students to engage in meaningful dialogue and experiences concerning ethnicity, race, gender, class, religion, and exceptionalities.

Requirements for Admission and Certification:

1. Students intending to work toward certification in either elementary education, special education or secondary education must have a 2.30 grade point average to enter the initial teacher education course, Education 211, Practicum IA. Students intending to receive certification in either elementary education, special education, or secondary education are required to apply to the Teacher Education Committee for admission to the program at the conclusion of the sophomore year (or after they have completed Education 211, if it comes later than the sophomore year). The minimum requirements for admission to the Teacher Education Program are:
 - a. Attainment of a cumulative grade point average in all courses of 2.60.
 - b. Attainment of a cumulative grade point average in all education courses of 2.80.
 - c. Attainment of a cumulative grade point average in all courses in the major of 2.50.
 - d. Recommendation from the teacher(s) under whom they have completed their teacher assisting for Practicum I.
 - e. Recommendation from the faculty in the student's major.
 - f. Recommendation from the faculty in education.
 - g. Recommendation of the Student Leadership Office for Crete campus students.
 - h. Recommendation of a medical professional.
 - i. Demonstration of basic mathematical skills by achieving an acceptable score on the mathematics portion of the ACT or SAT test, by passing the Doane College Computational Skills Test, or by completing a designated course in computational skills with a grade of C- or higher.
 - j. As required by the Nebraska State School Board, each student must achieve a passing score on a skills test in reading, writing, and mathematics. The following scores have been set by the state as minimum passing scores: For the Pre-Professional Skills Test (PPST) Reading (170), Writing (172), and Math (171); Computer based scores: Reading (316), Math (316), and Writing (318). A student must pass the PPST by the end of the first semester of the junior year. If the student does not pass the PPST, enrollment in

further education classes is not allowed without special permission from the chair of the education division. When the PPST is passed, the student may again reapply for admission to teacher education. Individual cases may be reviewed by the chair of the education division.

- k. Students who are denied admission due solely to below-passing scores on the PPST may choose to continue taking education courses through Education 231 and one methods course, but must have passed the PPST and been admitted to the Teacher Education Program prior to continuing in the program beyond that point.

In the special case of students from underrepresented groups, if the student has been denied admission to Teacher Education on the basis on PPST scores below the Nebraska minimally acceptable level, the student may continue in education courses beyond the first methods course provided that student is also enrolled and participating in special courses designed to improve performance on the PPST. Education faculty assist all students to enroll in these special courses.

Students denied solely on the basis of PPST scores may retake the PPST as many times as they wish. After completion of the PPST with scores above the Nebraska minimum, the student may reapply for admission to the Teacher Education Program.

- l. A student with any grade in a cognate that is below C- has that grade reviewed and may be required to repeat the course.
- m. A student who has received negative comments on those recommendations which relate to personality may be required to complete a personality survey. The form of the survey is determined by the Teacher Education Committee in consultation with the Teacher Education faculty. As required by the State of Nebraska, each student is required to affirm under oath that he or she does not have an order or determination currently in affect by a court or any other governmental body which finds the student to be any of the following: a mentally ill and dangerous person, mentally competent to stand trial, acquitted of criminal charges because of insanity, an incapacitated person in need of a guardian, or unable to manage his/her property due to mental illness, mental deficiency, chronic use of drugs or chronic intoxication; or is currently an inpatient or resident in a mental health facility due to a determination by a qualified mental health professional. In compliance with this rule, each student must affirm yearly, prior to student assisting or teaching in any practicum methods class or student teaching experience, that he/she has not been convicted of a felony or misdemeanor involving moral turpitude. Futhermore, it is the student's responsibility to report any change in his/her status regarding this rule. Students not meeting this standard are not allowed to

- participate in K-12 activities until they have received permission to proceed by the State Board.
- n. As required by the Nebraska State School Board, each student must affirm that he/she has not been convicted of a felony or a misdemeanor involving abuse, neglect, or sexual misconduct. The State board further states that felons may not observe, assist, or take part in any K-12 classroom with such a conviction. If there should be such an instance, the student may appeal to the State Board of Education for review. In compliance with this rule, each student must affirm yearly, prior to student assisting or teaching in any practicum methods class or student teaching experience, that he/she has not been convicted of a felony or misdemeanor involving abuse, neglect, or sexual misconduct. Furthermore, it is the student's responsibility to report any change in his/her status regarding this rule. Students not meeting this standard are not allowed to participate in K-12 activities until they have received permission to proceed by the State Board.
2. Students intending to complete student teaching are required to apply to the Teacher Education Committee for permission. The minimum requirements for admission to student teaching are:
 - a. Attainment of a cumulative grade point average of 2.75 in all courses.
 - b. Attainment of a cumulative grade point average of 3.00 in all education courses.
 - c. Attainment of a cumulative grade point average of 2.60 in all courses in the major.
 - d. Recommendation from the teacher(s) under whom the student completed student assisting for Practicum I. (At least two of the recommendations must be positive.)
 - e. Recommendation from the faculty in the major.
 - f. Recommendation from the faculty in education.
 - g. Recommendation of the Student Leadership Office.
 - h. Recommendation of a medical professional.
 - i. Demonstration of proficiency in written English by successfully completing 15 credits of "W" (writing) courses as specified in the college graduation requirements and receiving a grade of C or higher in the required composition course.
 - j. A student with any grade in a cognate that is below C- will have that grade reviewed and may be required to repeat the course.
 - k. A student with any grade in a methods course that is below B- will have that grade reviewed and additional work may be required. (Even though the general guidelines for grade point averages have been met by the student, a grade below B- in a methods course may be used as part of the criteria for not accepting the student into student teaching.)
 - l. A student who has received negative comments on the recommendations which relate to personality may be required to

complete a personality survey. The form of the survey will be determined by the Teacher Education Committee in consultation with the Teacher Education faculty. As required by the State of Nebraska, each student is required to affirm under oath that he or she does not have an order or determination currently in affect by a court or any other governmental body which finds the student to be any of the following: a mentally ill and dangerous person, mentally competent to stand trial, acquitted of criminal charges because of insanity, an incapacitated person in need of a guardian, or unable to manage his/her property due to mental illness, mental deficiency, chronic use of drugs or chronic intoxication; or is currently an inpatient or resident in a mental health facility due to a determination by a qualified mental health professional. In compliance with this rule, each student must affirm yearly, prior to student assisting or teaching in any practicum methods class or student teaching experience, that he/she has not been convicted of a felony or misdemeanor involving moral turpitude. Futhermore, it is the student's responsibility to report any change in his/her status regarding this rule. Students not meeting this standard are not allowed to participate in K-12 activities until they have received permission to proceed by the State Board.

3. Students are recommended for certification when all of the following criteria have been met:
 - a. Successful completion of the student teaching experience with a recommendation from both the cooperating teacher(s) and the college supervisor.
 - b. Attainment of a cumulative grade point average of 3.00 in all courses.
 - c. Attainment of a cumulative grade point average of 3.00 in all education courses.
 - d. Attainment of a cumulative grade point average of 2.80 in all courses in the major.

Education Majors

Requirements for the Elementary Education Major:

1. Complete the following: Education 211, 221, 311, 312, 318, 321, 322, 323, 330, 338, 341 and 451.
2. Complete the following cognates: Art 326; Biology 101; Speech Communication 105 (or 112); Physical Science 105 (or Geology 103); Information Science and Technology 201; History 205 or 206; Mathematics 217; three additional credits in Mathematics; Music 226 (music majors use Music 221); one credit of Physical Education 101; Physical Education 104; Physical Education 450 (double majors of physical education and elementary education use Physical Education 458); and Political Science 101.

NOTE: Elementary education majors who are also majoring in special education or who have an endorsement in early childhood are required to take Special Education 207. All other elementary education majors will take either Special Education 207 or 620.

3. Complete a second teaching major or endorsement area or emphasis chosen from the following:
 - a. special education (major).
 - b. Spanish (major).
 - c. music (major).
 - d. mathematics (major).
 - e. science (major in natural science, physical science, biology, or chemistry).
 - f. physical education (major).
 - g. middle school (endorsement).
 - h. early childhood education (endorsement).
4. To meet requirements for the Nebraska Pre-Standard Certificate with an endorsement in Elementary Education, the student must also:
 - a. Complete 12 graduate credits at Doane College in the summer immediately following graduation and prior to certification as follows:
 - 1) Elementary/Special Education.
EDS 622 School Programming for Exceptional Youth (3).
EDS 626 Advanced Instructional Modifications and Accommodations for Students with Special Needs (3).
EDU 645 Assessment of Literacy (3).
EDU 664 or 665 Seminar for Beginning Teachers (3).
 - 2) Elementary Education with a middle school or early childhood endorsement:
EDU 600 Improvement of Instruction (3).
EDU 645 Assessment of Literacy (3).
EDU 664 Seminar for Beginning Teachers I (3).
EDS 620 Exceptional Children (3) or elective.
 - 3) Elementary Education with a second area of 7-12 or K-12 focus:
EDS 620 Exceptional Children (3).
EDU 600 Improvement of Instruction (3).
EDU 663 Reading and Writing in the Content Areas (3).
EDU 664 or 665 Seminar for Beginning Teachers (3).

NOTE: Students completing Special Education 207 as an undergraduate student do not complete Special Education 620, but are individually advised as to which graduate course would be appropriate.

- b. Attain a grade point average of at least 2.80 in all education courses.
- c. Attain a cumulative grade point average of at least 2.80.

- d. Receive the recommendation of the Teacher Education Committee.

Requirements for the Special Education Major:

1. Education 211, 221, 311, 312, 321, 338, 341.
2. Special Education 207, 236, 328, 332, 426, 428, and 456.
3. Complete the following cognates: Information Science and Technology 201; Mathematics 217.
4. To meet requirements for the Nebraska Pre-Standard Certificate with a Mild/Moderate Handicapped endorsement, the student must also:
 - a. Attain a grade point average of at least 3.00 in the combined areas of Education and Special Education.
 - b. Attain a cumulative grade point average of at least 2.80.
 - c. Receive the recommendation of the Teacher Education Committee.
 - d. Complete 12 graduate credits at Doane College in the summer immediately following graduation and prior to certification as follows:
 - EDS 626 Advanced Instructional Modifications and Accommodations for Students with Special Needs (3).
 - EDS 622 School Programming for Exceptional Youth (3).
 - EDU 663 Reading and Writing in the Content Area (3).
 - EDU 664 or 665 Seminar for Beginning Teachers (3).

Requirements for the Special Education Major plus the Elementary Education Major:

Students may obtain certification in both Elementary Education and Special Education by completing the requirements for the major in both areas. Graduate course work requirements for the double major are listed under the Elementary Education major.

Education Endorsements

Requirements for the Biology Subject Endorsement:

Students who are not biology majors and are seeking certification for public school teaching in biology must complete the following:

1. A total of 24 credits in biology which includes Biology 101, 206, 208, 215 (or 216), 252, and four additional 300 or 400-level biology credits
2. Cognates Chemistry 125 and 126; Natural Science 322, 324, 326, 327; either Geology 103 or 104; Physics 107.
3. A teaching major.
4. All requirements listed under the catalog section Secondary Education.

Requirements for the Chemistry Subject Endorsement:

Students who are not chemistry majors and are seeking certification for public school teaching in chemistry must complete the following:

1. A total of 24 credits in chemistry, which includes Chemistry 125, 126, 203, 205, eight credits chosen from Chemistry 206, 322, 408, 426. An additional course, Chemistry 256, is recommended.
2. Cognates Biology 101; Geology 103 or 104; Natural Science 322, 324, 326, 327; Physics 107.
3. A teaching major.
4. All requirements listed under the catalog section Secondary Education.

Requirements for the Coaching Endorsement:

1. Physical Education 106, 221, 345 (or 346).
2. A minimum of four of the following courses: Physical Education 308, 309, 310, 311, 312, 314.
3. A teaching major.

Requirements for Early Childhood Endorsement:

1. Education 211, 221, 311, 312, 318, 321, 322, 323, 338, 341.
2. Early Childhood Education 425, 427, 447, 457.
3. Special Education 207.
4. Mathematics 217.
5. Psychology 117, 255.
6. Completion of one of the following majors: Elementary Education or Special Education.

Requirements for the English as a Second Language Endorsement:

1. English 201, 231.
2. Speech Communication 321.
3. One year of a single foreign language.
4. Education 211, 221, 321, 341, 325 (or 361).
5. English as a Second Language 325, 326, and 455 (or Education 455).
6. Completion of one of the following majors:
 - a. Special Education.
 - b. Elementary Education.
7. An additional teaching major or endorsement.

Requirements for the Information Technology Teaching Endorsement:

Complete the following 20 credits in information science and technology:

1. Information Science and Technology 140, 145, 146, 252 and 326

2. Six additional information science and technology credits at the 200 level or above, excluding Information Science and Technology 201.

Requirements for the Middle School Endorsement:

1. Education 211, 221, 250, 311, 318, 321, 322, 323, 338, 341, 350, 458 (eight credits), and Music 226 (or Art 326).
2. Special Area Requirements: Students shall demonstrate competence in two or more Areas of Specialization with a minimum of 18 semester hours in each, for a total of 36 semester hours. An endorsement in Special Education Mild/Moderate K-12 Education may be accepted in lieu of an area of specialization. Specialization course work must be selected from the following list.

Complete all courses in two or more areas from the following:

1. Art: 110, 201, 204, 205, 207, 310, and one elective (at least 2 credits chosen from any studio or art history course).
2. Business Education: Accounting 103, Business 242, 317, 319, 321, 325, Economics 203 and 347, Information Science and Technology 201, Speech Communication 216.
3. Foreign language (choose a, b, or c).
 - a. French 203, 204, 310, 312, 319, 321, 322, 324, 325, 423.
 - b. German 203, 204, 310, 311, 322, 323, 324, 325, 415, 429.
 - c. Spanish 203, 204, 305, 306, 312, 314, 317, 319 321, 325.
Courses taken in an experience abroad may be substituted for the foreign language courses above.
4. Language Arts: Education 312, English 101, 231, 237 or 205 or 206, 323, 324, 325, 326, Speech Communication 112 or 105, 321.
5. Mathematics: Mathematics 105, 115, 125, 217, 218, 235, 323, 324, 325.
6. Natural Sciences: Astronomy 103 (3 credits), Biology 101 (4 credits), Geology 103 (4 credits), 107 (3 credits), Natural Science 324 (0 credit), Physical Science 105 (4 credits).
7. Physical Education: Physical Education 106, 118, 201, 233, 234, 345 or 346, 352, 355.
8. Social Sciences: Geography 301, History 105, 106, 205, 206, Political Science 101, Social Science 322.

Requirements for the Nebraska Pre-standard Certificate for Secondary or K-12 Endorsements:

1. Education 211, 221, 321, 325, 341, 361, and 453 (or 455).
2. Complete the special methods requirement in each of the teaching majors.
3. Complete the cognate Information Science and Technology 201.

4. Complete a teaching major or endorsement in one of the following areas: Art, Biology, Business Principles, Chemistry, English, English/Language Arts, French, German, History, Mathematics, Music, Natural Science, Physical Education, Physical Science, Physics, Political Science, Social Science, Spanish, Speech Communication, and Theatre.
A second teaching major or endorsement is required when majoring in the following: Biology, Business Principles, Chemistry, English, French, German, History, Physical Education, Physics, Political Science, Spanish, Speech Communication, and Theatre.
5. Attain the following grade point averages:
 - a. 2.80 in each teaching major.
 - b. 3.00 in all education courses.
 - c. 2.80 cumulative (all courses).
6. Receive the recommendation of the Teacher Education Committee.
7. Complete 12 graduate credits at Doane College in the summer immediately following graduation and prior to certification as follows:
 - a. Secondary:
 - EDS 620 Exceptional Children (3)
 - EDU 600 Improvement of Instruction (3)
 - EDU 663 Reading and Writing in the Content Areas (3)
 - EDU 665 Seminar for Beginning Teachers II (3)*NOTE: Students completing Special Education 207 as an undergraduate do not complete Special Education 620, but are individually advised as to which graduate course would be appropriate.*
 - b. Secondary/Special Education:
 - EDS 626 Advanced Instructional Modifications and Accommodations for Students with Special Needs
 - EDS 622 School Programming for Exceptional Youth
 - EDU 663 Reading and Writing in the Content Areas
 - EDU 664 or 665 Seminar for Beginning Teachers

Requirements for the Physics Subject Endorsement:

Students who are not physics majors and are seeking certification for public school teaching in physics must complete the following:

1. A minimum of 24 credits in physics.
2. Physics 107, 201, 202.
3. Physics 314.
4. At least eight additional credits in physics at the 300 or 400 level.
5. Cognates Biology 101; Chemistry 125; Geography 112 and 112L or Geology 103 or Astronomy 103 and 130L; Natural Science 322, 324, 326, 327.
6. A teaching major.
7. All requirements listed under the catalog section Secondary Education.

Education (EDU)

101 Introductory Education Seminar (1)

A course designed to prepare future educators with a framework to understand the implications of multicultural education as they enter the classroom. Students focus on self-clarification in order to understand their own culture first before they are exposed to multiple perspectives. Through field experiences, writing, discussions and readings, students analyze their beliefs, attitudes and behaviors while preparing to become competent multicultural educators.

211 Practicum IA (3)

An examination of the primary education theories and social forces that have shaped American education with emphasis upon writers whose philosophical thought has had a particularly strong impact upon contemporary educational practices. Educational practices surveyed include the learning process, instructional design, teaching strategies, classroom management, diversity within the classroom, history and philosophy of education, and national/state K-12 content standards. The course includes clinical field experience in elementary, middle, and secondary schools. Course content provides exploratory activities for students to develop an interest in and commitment to teaching. *Prerequisite: Sophomore standing and minimum cumulative grade point average of 2.30.*

221 Practicum IB (3)

A course examining theories, principles, and characteristics of human development from conception to young adulthood. Upon successful completion of the course, students will have an understanding of the study of the teaching and learning processes and the implications for planning educational experiences in terms of behavioral and cognitive psychological principles. Students will also investigate intelligence theories and their application to lesson design and presentation, classroom management, multiculturalism and national and state K-12 content standards. The course includes clinical field experiences in elementary, middle, and secondary schools. *Prerequisite: Education 211.*

250 Curriculum and Teaching Methodology in the Middle Grades I (3)

A course designed to provide a knowledge base about current research and best practice for working with adolescent learners, including their physical, intellectual, emotional and social development. Students acquire strategies for developing positive relationships with and among young adolescents with differing adolescent needs, cultures, learning styles, and intelligences. This course explores using learner interests and questions when designing curriculum. Students learn how classroom curriculum is affected by a variety of grouping strategies that emphasize interdependence, cooperation and individual responsibility. Field experiences in the schools allow practical demonstrations and application of the theoretical base about students at this age and assist with the formulation of a personal philosophy of middle grades education. *Prerequisite: Sophomore standing. Offered fall term.*

251 Practicum 1E (0)

A course available only to students who receive an MP grade in Education 341.

290, 390, 490 Directed Study (1-3), (1-3), (1-3)

An opportunity for supervised, independent study of a particular topic based on the interest of the student, and the availability and approval of the faculty.

311 Language Arts and Reading I (3)

A methods course focusing on the discovery and investigation of language arts, reading methods and materials for the elementary (including early childhood K-3) and middle grade settings, including handwriting, spelling, listening, creative dramatics, grammar, language development, oral language, writing as a process approach and the six traits of analytical writing. Students become acquainted with literature for children and adolescents, including the different genres, storytelling, oral reading, choral reading and its application for teaching language arts skills. Emphasis will be placed on implementing state and national reading and language arts standards. *Prerequisite: Education 211.*

312 Language Arts and Reading II (3)

A methods course building upon the foundation laid in Language Arts and Reading I. It familiarizes elementary (including early childhood K-3) and middle grade educators with the current information about the process of teaching reading through a balanced approach. Students will explore instructional approaches including direct instruction teaching strategies such as systematic phonics instruction and mini-lessons on reading strategies, shared reading, guided reading, literature groups, as well as different management strategies for setting up an effective reading program. Children's and adolescents' literature is reviewed as to its application for teaching reading. Emphasis will be placed on implementing state and national reading and language arts standards. *Prerequisite: Education 211 and 311, or permission.*

318 Mathematics Methods (3)

A methods course with the central focus on methodologies in teaching mathematics and the use of manipulatives within the content of mathematics that is developmentally appropriate for the elementary (including early childhood K-3) and middle grades setting. Students use problem solving as an approach to learn mathematics, identify curricular sequences within common instructional topics, and plan appropriate learning activities and evaluation procedures. *Prerequisite: Mathematics 217 or permission.*

321 Practicum IC (2)

A field-based learning experience in which the student studies the principles for developing and improving the teaching-learning process. The emphasis is on implementing the theories of instructional design and assessment of learning introduced in Education 211 and Education 221 into the student's teaching repertoire. *Prerequisite: Education 221 or permission.*

322 Science Methods (2)

A methods course focusing on methodologies in teaching science that are developmentally appropriate, integrated and interdisciplinary for the elementary (including early childhood K-3) and middle grades settings. Students apply current research in the areas of science education, design lessons and curricular sequences, integrate technology, plan evaluation procedures, and explore concepts and local environments through inquiry activities. This course is based upon the National Science Literacy Standards and the Nebraska State Science Standards. *Prerequisite: Education 211 or permission, Elementary Education major or middle grades endorsement.*

323 Social Studies Methods (2)

A methods course focusing on methodologies in teaching social studies that are developmentally appropriate, integrated and interdisciplinary for elementary (including early childhood K-3) and middle grade settings. Students apply current research in the area of social studies education, design lessons and curricular sequences, integrate technology, plan evaluation procedures, and examine relationships between current issues and historical events. Special emphasis is placed on Nebraska history and geography. This course is based upon the National Curriculum Standards for Social Studies and the Nebraska State Social Studies Standards. *Prerequisite: Education 211 or permission, Elementary Education major or middle grades endorsement.*

325 Methods in Secondary Education (2)

A secondary methods course designed to acquaint students with strategies for teaching in a middle/high school setting. Students will be able to understand issues related to curriculum development, instructional practices in the content areas, national and state standards, assessment, and classroom management. Emphasis is placed on practical application through role play, applied research and lesson presentation and critique. This course encompasses and supports the concurrent practicum experiences and special methods experiences. *Prerequisite: Education 211 or permission. Offered fall term.*

330 Language Arts and Reading III (5)

A methods course focusing on an in-depth study and analysis of methods, materials and assessments used by elementary (including early childhood K-3) and middle grades teachers for the teaching of reading and language arts. Instruction centers on teaching reading, writing, listening and speaking in an integrated format. Emphasis is placed on developing effective organizational and management skills for the classroom. In preparation for the student teaching experience, students combine theory, knowledge and skills, practical application, and hands-on materials as they develop their own personal philosophy of teaching reading and language arts. Emphasis will also be placed on implementing state and national reading and language arts standards. *Prerequisite: Enrollment in the professional term or permission.*

338 Children, Youth and the Family (3)

A study of human development based on the theory that primary caregivers have the greatest influence on the growth and development of both children and adolescents. The course covers human development of children and youth with a strong orientation to the contexts of family, parenting styles,

school programs, and other vehicles of socialization. Students participate in a field-based observation project.

341 Practicum ID (2)

A field-based learning experience in which the student studies the principles for developing and improving the teaching-learning process. The emphasis in this course is implementing into the student's teaching repertoire the theories of classroom management and motivation that were introduced in Education 211 and Education 221. *Prerequisite: Education 221 or permission.*

350 Curriculum and Teaching Methodology in the Middle Grades II (3)

A course building on the foundation laid in Education 250. Students examine physical, intellectual, emotional, and social growth patterns that affect healthy development of young adolescents. Emphasis is placed on developing appropriate methodologies and multiple strategies for planning instruction, teaching, integrating, and assessing core subject areas in the middle grades. Strategies are presented for modifying instruction to meet the diverse needs and interests of adolescent learners. Students participate in collaborative experiences to combine theory, research, practical application, inquiry, and reflection as they expand their personal philosophy of teaching in the middle grades. *Prerequisite: Enrollment in the professional term, or permission. Offered fall term.*

361 Seminar in Secondary Education (2)

A seminar course in preparation of secondary pre-service teachers. Students will be able to understand issues related to curriculum development, national and state standards, assessment, classroom management strategies, school law, special needs students, multiculturalism, applications of technology in the classroom, parent-community relations, and other related topics. This course supports the concurrent practicum experiences and special methods courses. *Prerequisite: Education 211, 221, 325 or permission. Offered spring term.*

421 Education Internship (0-12)

On-the-job experience in education. *Prerequisite: Cooperative Education 205 or permission. (Pass/Fail)*

451 Student Teaching (Elementary) (8)

Student teaching done in accordance with the Professional Term Plan. The student teaching experience occurs during the last 10 weeks of the term, during which time the student is assigned a school where he/she devotes full-time to his/her teaching assignment. *Prerequisite: Acceptance by Teacher Education Committee.*

453 Student Teaching (Secondary) (8)

Student teaching arranged on an individual basis depending upon the program in which the student is enrolled. This professional term experience is designed to place the student into a school setting in which he/she can be given first-hand experiences in parent conferencing, student evaluation, classroom management and teacher in-service. Involves 14 weeks in the classroom. *Prerequisite: Acceptance by Teacher Education Committee.*

455 Student Teaching (K-12) (8)

Student teaching arranged on an individual basis depending upon the program in which the student is enrolled. This professional term experience is designed to place the student into a school setting in which he/she can be given first-hand experiences in parent conferencing, student evaluation, classroom management and teacher in-service. Involves a minimum of 14 weeks in the classroom. *Prerequisite: Acceptance by Teacher Education Committee.*

458 Student Teaching (Middle Grades) (8)

Student teaching arranged on an individual basis. This professional term experience, which requires completion of eight credits, is designed to place the student into a school setting in which he/she can be given first-hand experiences in parent conferencing, student evaluation, classroom management and teacher in-service within a middle school setting. The student teaching experience occurs during the last 10 weeks of the term. *Prerequisite: Acceptance by Teacher Education Committee.*

Early Childhood Education (EDC)

425 Methods for Young Children – Birth to Age 5 (3)

A methods course focusing on effective instructional strategies and curriculum for children birth to age 5. Emphasis is placed on developmentally appropriate practices, philosophical approaches to instruction, curriculum based theories, and history and trends in early education. Students will be able to design developmentally appropriate materials and active learning strategies in the content areas of art, science, mathematics, social studies, music, movement, creative dramatics, woodworking, and cooking. The students will also be able to create appropriate learning environments, effectively manage programs and conduct appropriate assessments. A field experience in an early childhood setting, birth to age 5, is also required. *Prerequisite: Major in Elementary Education or Special Education, Education 211, or permission. Offered fall term.*

427 Methods for Young Children – Kindergarten to Third Grade (3)

A methods course focusing on effective instructional strategies and curriculum for children kindergarten to third grade. Emphasis is placed on developmentally appropriate practices, philosophical approaches to instruction, curriculum based theories, and history and trends in early education. Students will be able to design developmentally appropriate materials and active learning strategies in the content areas of art, science, mathematics, social studies, music, movement, creative dramatics, woodworking, and cooking. The students will also be able to create appropriate learning environments, effectively manage programs and conduct appropriate assessments. A field experience in an early childhood setting, kindergarten to third grade, is also required. *Prerequisite: Major in Elementary Education or Special Education, Early Childhood Education 425, or permission. Offered spring term.*

447 Seminar in Early Childhood Education (3)

A methods seminar exploring practical and philosophical issues in early childhood education including special needs and inclusion, research in child behavior, legislation pertaining to young children, enriching environments for

young children, discipline techniques, parent communication and conferences, working with other teachers, integration of learning experiences, grouping for learning, designing curriculum, technology, and assessing and recording children's behaviors. In preparation for the student teaching experience, students combine theory, knowledge and skills as they develop their own personal philosophy of early childhood education. *Prerequisite: Enrollment in the professional term or permission. Offered fall term.*

457 Practicum in Early Childhood Education (8)

Student teaching done in accordance with the Professional Term Plan. The student teaching experience occurs during the last half of the term during which time the student is assigned a school where he/she devotes full-time to his/her teaching assignment. *Prerequisite: Major in Elementary Education and permission. Offered on demand in the fall term.*

Special Education (EDS)

207 Introduction to Exceptional Children (3)

An introductory study of children with exceptional needs for the prospective special educator. Students examine the field of special education for an overview of relevant issues. At the completion of this course, students are able to relate significant historical and legal issues, and discuss causes and remediation of handicapping conditions. Emphasis is placed on the four primary areas of exceptional need: mild/moderate learning disabilities, mental handicaps, behavioral/emotional disabilities, and orthopedic handicaps. The student also participates in a field-based observation project. *Prerequisite: Co-enrollment in Education 211, or permission.*

236 Curricula and Collaboration in Special Education (3)

A beginning methods course focusing on curricular modifications for students with mild to moderate learning disabilities, mental handicaps, behavioral/emotional disabilities, or orthopedic handicaps (LD, MH, BD, OH). As a result of this course, the student is able to promote the learning of social skills by K-12 students, develop and implement classroom management techniques, use standardized and authentic assessment of student needs and performance levels, modify curriculum for learners with moderate disabilities, use effective communication techniques for collaboration, and plan instruction based on the students' learning styles. *Prerequisite: Education 211, Special Education 207, or permission.*

328 Assessment and Verification, and Management (3)

A continuation of the development of the student's skills in classroom management, and formal and informal assessment leading to application of federal and state rules for verification as a student with special needs (LD, BD, MH, or OH) or other accommodations. As a result of this course, the student is able to implement an expanded set of classroom management strategies to prevent crisis and to respond in supportive processes when crises do occur, and apply assessment information to Nebraska verification rules. *Prerequisite: Special Education 236 or permission.*

332 Methods for Secondary Special Education (3)

A junior-level methods course, with a secondary school emphasis. Upon completion, students demonstrate skill in making lesson modifications, conducting conferencing procedures, developing transition and vocational options, demonstrating IEP writing competency, and successful classroom management strategies. The course examines the above issues from a secondary resource room perspective as a component of inclusionary practice. *Prerequisite: Special Education 236 or permission.*

421 Special Education Internship (0-12)

On-the-job experience in special education. *Prerequisite: Cooperative Education 205 or permission. (Pass/Fail)*

426 Integration of Special Education Competencies I (3)

A methods course in the professional block. As a result of this course, students are able to conduct action research to answer their own questions about best professional practice, apply the life space intervention process and appropriate alternatives, and use an expanded set of formal assessments in the verification process. *Prerequisite: Special Education 421 or 456.*

428 Integration of Special Education Competencies II (3)

A senior methods course reviewing major issues in special education prior to student teaching. At the completion of this course, students demonstrate proficiency in special education instructional strategies, classroom management, colleague collaboration, and special education documentation. Students conclude final preparation for their individual field experiences and complete their studies with an integrated project derived from the student teaching experience. *Prerequisite: Enrolled in the professional term.*

456 Student Teaching: Mildly/Moderately Handicapped (10)

Full-time student teaching in the area of special education with K-12 experiences. *Prerequisite: Acceptance by Teacher Education Committee.*

Graduate Courses in Education for Completion of Certification Education (EDU)

600 Improvement of Instruction (3)

A treatment of the forces influencing instructional planning and emergent instructional practices. The current research base serves as a foundation for the examination of topics such as models of teaching, peer coaching, and reflectivity. Also included is an emphasis on current trends/issues in the student's area of teaching (e.g., natural science, social science, art).

645 Assessment of Literacy (3)

An examination of authentic assessment procedures used in the assessment of literacy in the elementary and middle grades classrooms. Attention is given to the examination, construction, interpretation and use of authentic assessments for measuring student learning in reading and writing. Students will

also examine the Nebraska K-12 content reading standards and develop assessments appropriate for them. Students will move from theory to practice as they develop an evaluation plan with an emphasis on using portfolios and authentic assessment measures in the classroom. **Students may not use both Education 602 and 645 for completion of the Master of Education degree program.**

663 Reading and Writing in the Content Area (3)

A course providing educators with a variety of reading, writing, speaking and listening strategies and informal assessment techniques they may utilize to improve student understanding of texts and materials in their classrooms and at home. Students will explore and utilize specific strategies which include basic processes of reading, methods of instruction, and techniques for identifying materials appropriate for all readers. These strategies can be adapted for 7-12 students to help them become more reflective thinkers as well as active and purposeful learners. The strategies introduced in this course are appropriate for all content areas, and participants will be actively involved in using the strategies. Participants will also review the Nebraska 7-12 reading standards to explore opportunities to extend the reading standards across the curriculum. Students will use both electronic and print resources and critique their application in the content classrooms.

664 Seminar For Beginning Teachers I (3)

A course required of students completing initial certification for elementary and middle grades, education or special education. Students will explore issues for the first-year teacher. Students will begin planning for their teaching positions, developing curriculum and making final decisions concerning classroom organization and management. In addition, students will review the topics of parent conferencing, school law, the Nebraska K-12 content standards, crisis intervention, and effective teaching of mainstreamed students. Other current topics in education will be addressed as they relate to the beginning teacher.

665 Seminar For Beginning Teachers II (3)

A course required of students completing initial certification for secondary education. Students will explore issues for the first-year teacher. Students will begin planning for the teaching positions, developing curriculum and making final decisions concerning classroom organization and management. In addition, students will review the topics of parent conferencing, school law, the Nebraska K-12 content standards, crisis intervention, and effective teaching of mainstreamed students. Other current issues in education will be addressed as they relate to the beginning teacher.

699 Selected Topics (3)

Course work of specific interest to the individual graduate student may be selected within this category. Such courses will be offered on the basis of student needs.

Special Education (EDS)

620 Exceptional Children (3)

The study of children and youth with exceptionalities, and the implications of serving those students in K-12 schools, are the foci of this course for regular educators. An examination of federal, state and local policies is completed so that classroom procedures can be developed and implemented in compliance with existing regulations. The course experiences also prepare regular educators for their collaborative roles with mainstreamed students and consultative special educators.

622 School Programming for Exceptional Youth (3)

An examination of a variety of techniques for instruction in academic, social and vocational curricula to youth with exceptionalities in today's schools. This course considers classroom settings ranging from self-contained classrooms for students with learning disabilities, mental handicaps, or behavioral disorders to regular classes with collaborative teaching.

626 Advanced Instructional Modifications and Accommodations for Students with Special Needs (3)

A course to prepare participants to diagnose student needs and make appropriate individualized instructional accommodations in all areas consistent with IDEA and NE Rule 51. Learning resulting from this course will also qualify those involved to collaborate with paraprofessionals, parents, and regular educators. The focus of adaptations will be primarily for students with learning disabilities, behavioral disorders, and mental handicaps. Students will utilize technology in making modifications for learners with special needs.