

# Courses of Instruction

## Education (EDU)

### 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, etc.).

### EDU 601 Critical Issues in Curriculum and Instruction (3)

This course considers current social, political, and economic issues affecting curriculum and schooling. Course discussions and readings focus on, but are not limited to, curriculum reform, alternative teaching and learning paradigms, classroom philosophy, and topics selected by class members. At the conclusion of the course, students develop a personal curriculum platform based on their understanding of the issues and how these issues affect the school environment.

### EDU 602 Assessment of Learning (3)

This course provides an examination of authentic assessment procedures used in K-12 classrooms. Attention is given to the examination, construction, interpretation and use of authentic assessments for measuring student learning in areas of the K-12 curriculum. 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. (EDU 602 and 645 may not both be used by a student for completion of the Master of Education degree.)

### EDU 603 Research Methods (3)

The course includes a comparative examination of qualitative and quantitative research methods. Upon completion of the course, the graduate student has selected a research question relevant to a K-12 classroom teaching assignment, reviewed literature about the question, and designed a project or thesis that includes a plan to evaluate the effectiveness of the educational innovation related to the research question.

### EDU 604 Culminating Project (3)

An individual experience for graduate students choosing a non-thesis program of study that includes implementing an educational innovation selected in Education 603. Upon completion, the graduate student presents a synthesis and evaluation of the project, identifies ongoing questions for further examination, submits a final copy of the culminating project abstract and presents a portfolio. The project adviser is typically the same faculty member with whom the graduate student completed EDU 603.

**EDU 605 Thesis (6)**

An individual student research project under faculty supervision. The student is expected to produce a scholarly paper suitable for publication. The student is also expected to present his/her paper to a faculty committee in a seminar setting. Students choosing this option must complete both EDU 603 Research Methods and EDU 660 Statistics.

**EDU 606 Improving Strategic Instruction in the Language Arts (3)**

Participants learn a variety of approaches that help to develop strategic readers and writers. The emphasis is on exploring instructional approaches such as guided reading, shared reading, literature groups, mini-lessons focusing on phonics and word recognition strategies, and enhancing comprehension, vocabulary, spelling and grammar. Participants move from theory to practice as they design and implement strategies for their classroom.

**EDU 607 Building Communities Within the Classroom: Strategies for the Learning Environment (3)**

The participants learn to promote K-12 students' independence and social responsibility. Programs to be introduced and discussed include collaborative teaming, student-led and early-bird conferencing, T.R.I.B.E.S., parents as partners, business buddies, and shadow-learning. Teachers will be able to apply current trends and formulate strategies to use in their learning environments.

**EDU 608 Current Social and Legal Issues in Education (3)**

Considers the current social and legal issues affecting public schools and education. Course presentations, guest lectures, discussions and readings will focus on the legal foundations of public education and the impact the federal and state court cases have had on public and private schools. Students will complete a variety of experiences, both oral and written, to understand the impact educational law has had on schools, teachers, and students, and how it has shaped the development of our public school system.

**EDU 609 Real-Life Math for Today's K-6 Classroom (3)**

Teachers will expand their knowledge and learn additional strategies to teach math effectively and in ways that excite and motivate the wide range of student abilities and interests in classrooms by making math relevant and purposeful to the students' lives. This course links math to all subject areas and themes through the use of literature, manipulatives (pentominoes, tangrams, pattern block, coins, etc.) and real-life tools (glyphs, graphs, menus, phone books, stamps, maps, sport events, etc.). These techniques and strategies will bring the NCTM Standards alive in the classroom. Participants will be able to apply the ideas to help students make sense of mathematics and apply it as a tool for reasoning and problem solving.

**EDU 611 Teaching Strategies for Middle School Mathematics (3)**

Teachers expand and enhance their knowledge to teach mathematics using manipulatives, real-life applications of mathematics, technology resources, and problem-solving strategies appropriate for the middle level classroom (4-9). Modeling of manipulatives, strategies, and games are key elements of the course. Participants are able to integrate these new teaching ideas into their classrooms by designing strategies for implementation.

**EDU 612 Nebraska and the Overland Trails (3)**

This course studies the life and times of the early pioneers and their hardships as they traveled the trail through the study of journals that they kept. Field trips to historical sites along the trail in eastern Nebraska, journaling, discussion, music, and readings will further prepare each participant to design materials for use in the teacher's classroom.

**EDU 613 Models of Teaching (3)**

This course focuses on a variety of teaching strategies for use in instructional planning and practice. Students will participate in the design of lessons for classroom use by applying instructional models that provide active learning, inquiry skills and deductive and inductive reasoning. Students will develop an understanding of the various models of teaching and learning. This course is designed for all content areas and grade levels.

**EDU 614 Assessment of Literacy Development (3)**

This course is based on the work of Rick Stiggins and is intended for teachers in Nebraska schools. The course is designed to assist teachers in developing the knowledge needed to effectively create and use a classroom assessment system. Educators will study a variety of assessment practices, including the identification of learning targets and designing systems to track and report student progress. Assessment tools covered include paper pencil assessments, performance assessments, and other authentic measures of student growth and achievement. Teachers will design balanced assessment systems for their classroom to use as reporting and teaching tools.

**EDU 616 Utilizing Inquiry Learning in the Classroom (3)**

This course is designed to explore effective uses of the inquiry process in K-12 classrooms. Students examine their current practice as it relates to the inquiry process. Opportunities to enhance lessons and current practice are presented. Focus is on science and social studies, but other subject areas are addressed.

**EDU 617 Developmentally Appropriate Practices in the Middle Grades (3)**

An exploration of the practical and philosophical issues concerning developmentally appropriate learning for middle grade students. Participants learn strategies for implementing practices that support the emerging adolescent, including methods and materials in the content areas.

**EDU 618 Active Learning: Strategies to Enliven Your Classroom (3)**

This experiential class explores the scientific basis for energizers, movement, play, games and physical education, as well as strategies to implement active learning into existing lesson plans. The latest brain research supports the importance of movement at every age. Participants design curriculum to take back to their classrooms to enhance and improve student achievement.

**EDU 620 Gifted Education in the Regular Classroom (3)**

Provides classroom teachers with curriculum modifications, instructional strategies, and practical ideas for meeting the needs of bright, gifted, or able students in the regular Pre-12 classroom. Participants learn methods for modifying the existing curriculum, developing an appropriate learning environment, and designing a curriculum for able learners.

**EDU 621 Internship for ESL (3)**

Student teaching (internship) is arranged on an individual basis. This professional term experience is designed to place the student into a school setting in which he/she can be given first-hand experience in parent conferencing, student evaluation and assessment, classroom management, and related development of curriculum topics to meet Nebraska's K-12 student standards.

**EDU 622 Study Strategies for Struggling Middle and High School Students (3)**

This course explores strategies to assist struggling middle and high school students. Participants will develop lessons to help students increase their self-awareness, raise their self-esteem, write more effectively, improve their creative and critical thinking skills, master effective study skills, and maximize their learning.

**EDU 624 Multicultural Education and Practice (3)**

This course is designed to move participants beyond individualistic concerns to the broader concerns of humanity by viewing multicultural education as an emerging field of study. Class members analyze their beliefs, attitudes, and behaviors in relationship to multicultural views. Through critical reading of selected literature and articles, participants expand their knowledge of the theory that exists in multicultural education and discover its relevancy in practice. As a result of this course, practitioners will be able to define and identify components of an effective multicultural education program, evaluate curriculum materials for diversity, model appreciation and awareness of multiple perspectives, teach effectively to a broader range of students, and confront prejudice and other social injustices.

**EDU 625 Educational Uses of the Internet (3)**

Investigates classroom applications and curriculum integration of Internet resources. In doing so, educators are provided with the technological skills to navigate the global superhighway and to communicate and share information with others worldwide.

**EDU 626 Secondary Methods (3)**

A secondary methods course designed to acquaint students with strategies for teaching in a middle/high school setting. Students examine topical issues to include curriculum development and execution, methods for the content area being studied, assessment, and classroom management. Emphasis is placed on practical application through role play, applied research and lesson presentation and critique. At the conclusion of the course, students will be able to articulate a teaching philosophy, design lessons appropriate to the content area and teach effectively to large and small groups of students. A practicum experience of 150 hours is included.

**EDU 627 Meeting Learner Needs Through Multiple Intelligences (3)**

Using Howard Gardner's method of mapping capabilities into multiple "intelligences," this course explores strategies for encouraging children's full development by identifying and promoting multiple intelligences, designing challenging curriculum using all the intelligences, and developing assessments to demonstrate what students know and what they can do.

**EDU 628 Teaching ESL Students in the Regular Classroom (3)**

This course prepares K-8 teachers to teach ESL students in their classrooms. Upon completion of this class, teachers are able to identify activities and manipulatives that can be teacher directed, peer directed or independently directed in all content areas. Participants will utilize the information to create materials for use with ESL students in their classrooms.

**EDU 629 Beginning Studies in Brain Research (3)**

This comprehensive course provides an overview of the newest brain research available. The course identifies and describes the basic components of a brain-based classroom environment. The students discuss interventions that promote a positive classroom atmosphere and create a learning community. They also demonstrate knowledge of techniques that motivate students and enhance the learning processes, describe specific interventions for correcting early emotional and physical disruptions, and identify major emotional needs for the developmental stages of childhood and adolescence. Participants develop personal and professional competencies as evidenced by preparing a personal plan utilizing brain research techniques to be implemented in the classroom.

**EDU 631 Advanced Brain Compatible Learning Strategies (3)**

A continuation of the examination of the latest brain research and its practical applications in educational settings. This experiential class builds on previous knowledge of brain-compatible learning. Participants design and implement a plan suitable for the classroom setting. Through the development of a variety of classroom techniques, emphasis is placed on increasing activities that promote learning and help overcome obstacles in the learning process.

**EDU 633 Middle and High School Practicum (3)**

Practicum in the Middle and High School is a secondary methods course designed to introduce the student to the middle and high school routines. Students will assist a classroom teacher for 150 hours in the content area in which certification is sought. Students will design and teach lessons, learn how to manage the classroom, and begin to apply the Nebraska K-12 standards to curriculum.

**EDU 634 Reading in the K-6 Classroom (3)**

This course provides participants with the opportunity to improve their understanding of reading instruction and assessment in their classroom. By promoting the teaching of reading strategies that enhance comprehension and encourage book talk, teachers can increase learner interest and performance. A variety of strategies for fiction and informational text is

presented, as well as the use of focus groups on specific areas of concern. The assessment component includes training on the use of Individual Reading Inventories, observation surveys, and other reading diagnostic tools.

**EDU 635 Nebraska Heritage Studies (3)**

Provides classroom teachers with information and resources to develop curricula integrating local and state history into the K-12 classroom. Participants in this course explore the issues surrounding territorial and early state settlement, social life, leisure activities, residential architecture, and historical preservation. Discussion is centered on Native Americans, the effects of 20th century wars on Nebraska communities, and the impact of technological development. Students learn to integrate these topics into broader social studies units, as well as how to develop specific classes in Nebraska history.

**EDU 636 Technology as an Instructional Tool (3)**

Technology can be an effective tool in the educational process. This course provides an awareness of many educational uses of technology, including multi-media computer applications, laser disks, CD-ROM, and the Internet. A basic level of competency and understanding is gained through the use of these technologies, followed by an exploration of how they can be integrated into the educational process. At the completion of the course, students will have an increased awareness of many types and uses of instructional technology; have an increased ability and confidence to use, understand, and evaluate various instructional technologies; and be able to effectively and appropriately integrate technologies into the educational process and assess their effectiveness.

**EDU 637 Technology in Business and Industry (3)**

An opportunity for educators to visit companies to view the technological changes and discover the skills needed by today's workers. Company tours and presentations by human resource departments are part of this class designed for counselors, administrators, curriculum coordinators, and teachers of business, science, art, and industrial technology. Using this information, participants design curricula and experiences to enhance the employability of their students.

**EDU 638 Integrating Technology in the Classroom: A Tool for the Future (3)**

This course expands on the competencies and understandings developed in EDU 636 by enhancing participants' effectiveness in applying technology to K-12 classroom curriculum and instruction. At the completion of the course, students will have increased their ability and confidence to use various instructional technologies and be able to appropriately integrate technologies into the educational process and assess their effectiveness.

**EDU 639 Seminar in Secondary Education (3)**

A seminar course to accompany the secondary student teaching experience. Students examine topical issues to include educational philosophy, curriculum development, assessment, school law, special needs students, applica-

tions of technology in the classroom, parent-teacher relations, action research and other related topics as they pertain to the student teaching experience. Students will apply the foundations of education to the development of a personal philosophy of teaching, develop curriculum appropriate for the middle or high school, and work closely with the cooperating teacher to develop and implement a classroom project to provide evidence of effective teaching by the student teacher.

**EDU 640 Literature for Children and Youth (3)**

This course provides an analysis of literary materials for children and youth. Attention is given to the different genres, the selection of quality literature, the integration of literature across the curriculum, and the importance of multicultural literature representing African American, Hispanic American, Asian American and Native American children and youth. Students will read, critique and analyze literature and its use in today's classroom.

**EDU 641 Enhancing Literacy in the K-8 Classroom (3)**

This course provides an introduction to the development of literacy in the K-8 classroom. Emphasis is placed on exploring the components of reading, writing, listening and speaking. The student moves from theory to practice in implementing literacy programs in elementary and middle grades.

**EDU 645 Assessment of Literacy (3)**

This course provides 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. (EDU 602 and 645 may not both be used by a student to complete the Master of Education degree.)

**EDU 646 Science Methods for K-8 Teachers (3)**

This course is designed as a methods and content course in general science for K-8 teachers. The course includes many interdisciplinary methods for teaching biology, environmental science, and earth science. Project WILD and other materials will be used. Opportunities to enhance lessons and current practice will be presented. Students will design developmentally appropriate learning experiences with integration of curriculum and assessment of student outcomes. The course is based upon the Nebraska State Science Standards and the National Science Literacy Standards.

**EDU 647 Technology for Special Needs Students (3)**

Technology can be a very effective tool when meeting the needs of special populations. This course will provide educators with the tools needed to; 1. Effectively utilize technology in inclusion and pullout settings to help meet student objectives. 2. Evaluate individual student needs. 3. Use as a management tool to tackle paperwork. 4. Use technology to record and measure

student growth. 5. Use as a research tool to explore disabilities and current practices. 6. Strengthen communication between special education, regular education, and parents. 7. Request the technology needed.

**EDU 648 Differentiated Curriculum for Gifted Education in the Regular Classroom (3)**

This class is designed to introduce teachers to the process of differentiating curriculum in the classroom. Participants will develop an understanding of the differentiation process for the gifted and develop implementation techniques and units of study which incorporate curriculum modifications. Additional topics to be explored and put into practice include tiered assignments, flexible grouping, interest in learning centers, independent projects, learning contracts, curriculum compacting, and adjusting scope and sequence. Students also learn to apply the techniques of higher level questioning and critical thinking. Students will develop effective evaluation techniques for differentiated curricular options.

**EDU 649 Counseling Skills for Classroom Teachers (3)**

A course which explores strategic counseling tools and practices to assist the classroom teacher in managing personal/social issues and crisis-oriented events in children's lives. Behavioral interventions that work in conjunction with group dynamics, classroom curriculum and management are also addressed. Key themes include social development, educational achievement and the development of school-to-work ethic, including classroom climate, managing transition times/places, and strategies to develop empathetic understanding. Participants also identify classroom issues to discuss and explore options for their resolution. Community resources, case studies, and behavioral interventions that are specific to teacher experiences are presented. Participants develop plans of intervention, resource guides for classroom use, and read and report on current literature appropriate for counseling use in the classroom.

**EDU 651 Character Education in K-12 Classrooms (3)**

Building Character Education in K-12 Classrooms encourages teachers to explore the history of character education in the United States, recognize the need for character education in today's society, and analyze the impact Nebraska's Character Education Laws have on today's schools. Teachers integrate character education with Nebraska Standards and Links to L.E.A.R.N.S. The relationship between character education and service learning, student leadership, peer mediation/conflict management, literature, and school climate are also examined.

**EDU 652 Teaching and Assessing Writing in the K-8 Classroom (3)**

An introduction to the Six Trait Analytical Model using voice, ideas, organization, word choice, sentence fluency, and conventions. Discussion of the writing process, the modeling and planning of instructional lessons, learning how to recognize and encourage the emergence of these traits, integrating writing across curricular areas, and learning how to assess the traits is emphasized.

**EDU 654 Developing Web Applications (3)**

A course designed to provide educators with the knowledge and skills necessary to develop web sites that may be used in the classroom setting. Participants develop a web site. The course focuses on the principles of site design and development, the concept of hyperlinking information, integration of text, graphics, and sound, and the access of information via the World Wide Web.

**EDU 655 Internship (8)**

Student teaching (internship) is 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 and assessment, classroom management, and related development of curriculum topics to meet the Nebraska K-12 student standards. This is a 14-week full-time experience.

**EDU 656 Reaching Understanding: Communicating Effectively in an Educational Environment (3)**

This course is concerned with understanding and utilizing effective communication skills with colleagues, administration, parents and community members. Participants explore effective oral and written communication with the emphasis on oral communication. The participants develop skills to decrease misunderstandings, send clear messages, receive and interpret messages accurately and, in general, enhance their interactions.

**EDU 657 Working with Struggling Students (3)**

This course explores common barriers to students' learning experiences. Specific techniques are presented to assist students unable to function effectively in the classroom. Participants develop adaptations and interventions which may be utilized to increase comprehension, memory, achievement, motivation and self-esteem.

**EDU 659 Differentiated Curriculum in the Regular Classroom (3)**

Designed to introduce teachers to the process of differentiating curriculum in the regular classroom. Students will develop an understanding of the differentiation process and develop implementation techniques and units of study that incorporate curriculum modifications. Additional topics students will explore and put into practice include tiered assignments, flexible grouping, interest in learning centers, independent projects, learning contracts, curriculum compacting, and adjusting scope and sequence. Students will also learn to apply the techniques of higher level questioning and critical thinking. Students will develop effective evaluation techniques for differentiated curricular options.

**EDU 660 Statistics (3)**

A study of the competencies needed in order to understand the fundamental statistical methods and procedures most commonly used in educational research. The student is expected to understand the processes of descriptive, inferential, and correlational statistics so that he/she can apply these techniques to the data or can read, comprehend, and evaluate the findings

of other professionals as they are reported in the literature of the student's respective field.

**EDU 663 Reading and Writing in the Content Area (3)**

This course provides 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.

**EDU 664 Seminar for Beginning Teachers I (3)**

A course required for all 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.

**EDU 665 Seminar for Beginning Teachers II (3)**

A course required for all 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.

**EDU 666 Classroom Computer Applications (3)**

An examination of the methods and materials for using microcomputers to enhance instruction in the K-12 classroom. The use and evaluation of available software, the organization and development of teaching units which integrate microcomputer use, and the evaluation of computer hardware are given particular attention.

**EDU 667 Writing Across the Curriculum (3)**

An examination of writing as a process approach and its application in the classroom. An emphasis is placed on reviewing current best practices in implementing writing across curriculum areas.

**EDU 670 Classroom Management (3)**

A review of research on academic and behavioral interventions and on school, teacher, and instructional effectiveness. Activities, management, and teacher organizational tasks in the classroom are also considered.

**EDU 671 Directed Study (1-3)**

An individual student empirical investigation reviewing the literature on research and theory related to curriculum and instructional systems.

**EDU 672 Teaching Strategies (3)**

An investigation of teaching strategies incorporating theory and practice in conventional group instruction, individualized instruction, and instruction using new media. Attention is also given to planning and developing lessons, environmental issues affecting instruction, and constructionist theory and practice.

**EDU 674 Meeting the Needs of the At-Risk Child in the Classroom (3)**

This course brings together the best ideas from several schools of thought on providing a classroom environment which works effectively with at-risk students. The class gives particular attention to providing a school/classroom climate in which all students have the best opportunity to develop a positive self-concept.

**EDU 675 Sign Language and the Teaching of the Hearing Impaired (3)**

This course is intended to teach individuals how to communicate with the deaf using sign language. Objectives include: involvement in activities to become more aware of deaf culture, finger-spelling, total communication, decisions parents face as they care for their deaf child, interpreter issues, and learning how to make accommodations in the main-stream classroom for deaf or hard of hearing students. The use of assistive technology for the deaf or hard of hearing is also demonstrated and discussed in this course. Individuals in this class gain useful and appropriate teaching strategies for deaf or hard of hearing students. At the end of the course, students are expected to demonstrate their understanding of sign and how to develop a positive classroom/school experience for the deaf or hard of hearing student.

**EDU 676 Literature in the Secondary Classroom (3)**

This course focuses on the secondary classroom (grades 7-12). The purpose of the course is to assist secondary teachers in all content areas to teach reading strategies appropriate for their discipline. Teachers will share practical ideas for integrating reading, motivating students to read, and methods that will assist students in reading. New ideas for using fiction and non-fiction will be discussed, along with ways to effectively utilize books in the content classroom. Participants will share book titles, methods, and experiences to promote reading in an effective way. Students will be able to apply content reading and writing strategies in secondary classroom content areas.

**EDU 677 Mathematics for Young Children (3)**

This course examines new strategies for teaching mathematics in the early childhood classroom (K-3). Students will explore topics including literature in mathematics, problem-solving with young children, the application of the

NCTM Standards 2000 and state standards in lesson design. Gender issues in mathematics will also be studied. Students will be able to apply hands-on mathematical curriculum in the early childhood classroom.

**EDU 678 Reading in the K-3 Classroom (3)**

This course provides participants with the opportunity to improve their understanding of reading instruction and assessment in their classroom. By promoting the teaching of reading strategies that enhance comprehension and encourage book talk, teachers can increase learner interest and performance. The student will engage in a variety of strategies for teaching fiction and informational text. The student will also complete an assessment component including training on the use of Individual Reading Inventories, observation surveys, and other reading diagnostic tools.

**EDU 679 Reading in the 4-8 Classroom (3)**

This course provides participants with the opportunity to improve their understanding of reading instruction and assessment in their classroom. By promoting the teaching of reading strategies that enhance comprehension and encourage book talk, teachers can increase learner interest and performance. The student will engage in a variety of strategies for teaching fiction and informational text. The student will also complete an assessment component including training on the use of Individual Reading Inventories, observation surveys, and other reading diagnostic tools.

**EDU 680 Practicum for Middle Grades (1-3)**

This course is required for a Middle Grades Endorsement in Nebraska. Students must teach 150 hours in a middle grades classroom plus complete the assigned reading and journaling requirements. *(Pass/Fail)*

**EDU 681 Practicum for Recertification (3)**

This course is designed for former teachers needing to renew their Nebraska teaching certificate if the certificate expired several years ago. Students must teach 150 hours in a K-12 classroom, plus complete the assigned reading and journaling requirements. *(Pass/Fail)*

**EDU 682 Curriculum for ESL Students (3)**

This course is designed to assist teachers in working with English Language Learners in the standard mainstream classroom or ESL classroom. Teachers will learn to apply strategies that increase comprehension and language usage for the English language learner. Sheltered Instruction will be presented as a means for making grade-level academic content (e.g. science, social studies, math) more accessible for English Language Learners while at the same time promoting language development. At the conclusion of this course, the student will be able to: apply sheltered instruction approaches to second language teaching; apply sheltered instruction approaches to academic settings; experiment with strategies for the negotiation of meaning in the classroom; use the sheltered instruction model as a framework for designing and delivering instruction in a way that complements other instructional approaches.

**EDU 683 Linguistics for ESL Teachers (3)**

This course introduces concepts in linguistics and sociolinguistics relevant to the teaching of English as a second language. Aspects of linguistics theory and English language structure—phonology, morphology, syntax, semantics and pragmatics are discussed, with an emphasis on how language functions as a means of communication. The connection between language, thought, and culture is examined for its applications in classroom teaching in ESL settings. Students will be able to apply linguistics theory to classroom practices.

**EDU 684 Methods of Teaching and Assessing the ESL Student (3)**

This course will explore theories and practices for understanding how to teach and guide the ESL student. Students will study past and current methods for teaching ESL learners and examine those methods and how they impact lesson development and teaching as it relates to the different skill and content areas. Students will be able to apply these methods in the classroom and adapt them to suit the diverse needs of the ESL student. Students will also gain a working knowledge of standard and non-standard forms of assessment appropriate the ESL learner. Students will create materials for classroom assessment and develop assessment plans.

**EDU 685 Critical Issues in Reading (3)**

This course considers current social, political, and economic issues affecting reading. Course discussions and readings focus on, but are not limited to, curriculum reform, alternative teaching and learning paradigms, and topics selected by class members. At the conclusion of the course, students develop a personal reading platform based on their understanding of the issues and how these issues affect the school environment.

**EDU 686 Providing Leadership in Literacy (3)**

This course focuses on the different roles teachers can play as they provide leadership in literacy. A primary role that will be explored is that of a literacy coach. The emphasis will be on learning ways to work with teachers in a collaborative manner that will provide in-depth professional development to build capacity in providing effective instruction to enhance student learning. Different models of coaching such as one-to-one, grade-level or small group study, and large group study will be reviewed with information on developing effective contexts for coaching. Strategies will be shared for building trust and getting started with coaching through individual conferences, demonstration lessons, co-teaching, and leading study groups. Participants will move from theory to practice as they design and implement strategies for providing leadership in literacy.

**EDU 687 Diagnosis, Assessment & Instruction in Reading (3)**

This course provides an examination of procedures used for diagnosis and assessment in reading with a link to planning instruction. Attention will be given to the examination, construction, interpretation and use of authentic assessments for measuring student learning in reading. An emphasis will be placed on using a team approach in helping students experience success in reading. Students will move from theory to practice as they develop a framework for reading assessment that can easily be implemented in the classroom.

**EDU 688 Literature for Adolescents (3)**

The focus of this course is on literature for young adults, written by writers who write specifically for the young adult audience. Participants in the course will examine trends in literature for young adults, consider relevant issues presented in the literature, pursue topics of interest to young adults as reflected in their literature, and become familiar with authors of young adult literature. Course participants will also consider the role of literature within the community of an individual classroom and across the curriculum of grades 6-12.

**EDU 689 Internship in Reading Instruction (3)**

Internship is arranged on an individual basis. 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 reading instruction to meet the Nebraska K-12 student standards.

**EDU 690 Writing in the Primary Classroom (3)**

This course is designed to enable teachers to establish ongoing structures that will scaffold children's writing development. It is intended to guide teachers in leading effective mini-lessons for writing strategies and implement writing conferences with children. Aspects of the writing process will be highlighted as well as the development of units of study. Literacy instruction that surrounds and supports the teaching of writing will be examined. Building principles and tools for assessment will be included in order to guide ongoing instruction.

**EDU 691 ELL Curriculum for Primary Students (3)**

This course focuses on a variety of techniques to help the K-3 mainstream classroom teachers help their English Language Learners (ELL students) to be successful in the classroom. Students will develop an understanding on how ELL students learn and will receive hand-on opportunities to actively teach language learners. Participants will design curriculum materials to take back to their classrooms to provide support for their ELL students.

**EDU 692 Integrating Art across the Curriculum (3)**

This course is designed to broaden the knowledge base in the area of art for the K-12 teacher. Participants will learn how to incorporate the works of famous artists along with art lessons directly into their curriculum. Participants will research historical periods and the artists of those periods. Participants will develop pieces of art in the style of the period and artist and develop projects and lessons to present during the course.

**EDU 693 Multicultural Art for the Elementary Classroom (3)**

This course is designed to provide multicultural art experiences suitable for the K-8 classroom. This course will offer a wide variety of creative multicultural ideas appropriate for different age levels. Students will design multicultural art lessons appropriate for their classroom and be able to use their art as an instructional tool in the classroom setting. Students will have time to make examples for their classroom. This is a "hands-on" class.

**EDU 694 Teaching the History & Culture of the Middle East (3)**

This course will offer a brief examination of the history, politics, religion, and culture of the Middle East. We will examine a variety of text, video, and Web-based resources available to educators for use in the classroom. Participants will design lessons to fit their personal needs in their classroom settings. This course is appropriate for elementary and secondary school teachers.

**EDU 695 Bringing History to Life (3)**

This course is designed to equip secondary, middle-school, and elementary school teachers with ideas and methods for helping contemporary students “connect” with the past. The course will utilize a series of resources, techniques, and approaches in brief topical units that deal with world, European, ancient, as well as country-specific histories. The basic strategy of the course will be to teach broader historical trends through repeated use of specific and memorable examples that embody those trends. Teachers will design units of study to use in their classrooms.

**EDU 696 Developing Capable Young People (3)**

This course provides strategies and skills that help adults empower children and adolescents in perceiving themselves as more capable and significant. Teachers will learn to assist students in improving their self-discipline, self-control, judgment, and interpersonal skills. Teachers will participate in class discussions, role-play, readings, and application of theory to practice in their own classrooms. Improved results will be seen in classroom and/or family management, discipline, motivation, and in helping young people successfully meet life’s challenges in relationships and in the world of work.

**EDU 698 Designated Subjects (1-3)**

Courses designed specifically for cadres to meet expressed students’ needs may be counted toward degree requirements within this category. Courses may include teaching methodology, curriculum design, or current educational interests of the cadres.

**EDU 699 Selected Topics (3)**

Subject-specific courses (e.g., courses in history, English, mathematics, etc.) may be counted toward degree requirements within this category. Such courses are offered on the basis of expressed student need.

## **Special Education (EDS)**

### **EDS 610 Collaborative Teaching—An Inclusion Model (3)**

Collaborative teaching models, team planning, curriculum adaptations, behavior management, and utilization of resources in both the school and the community are the primary foci of this course. Upon completion, the graduate student has an inclusion plan for the next academic year to implement in the classroom or school.

### **EDS 620 Exceptional Children (3)**

The study of children and youth with exceptionalities and the implications of serving those students in K-12 schools. 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 also prepares regular educators for their collaborative roles with mainstreamed students and consultative special educators.

### **EDS 621 Advanced Assessment (3)**

The assessment and interpretation of data from standardized tests, observations, checklists, and other data collection methods used by school resource personnel and relevant to verification guidelines and instructional planning are examined. Meaning is enhanced by the study of assessment development theory for application in K-12 classrooms.

### **EDS 621L Advanced Assessment Practicum (1)**

This course runs concurrently with EDS 621. Students will implement the assessment techniques from this course within their classroom.

### **EDS 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.

### **EDS 625 Methods of Teaching Mild, Moderate Special Education (3)**

This course focuses on curricular modifications for students with mild to moderate learning disabilities, mental handicaps, behavioral or emotional disabilities or orthopedic handicaps. Students will be able to promote the learning of social skills by K-12 students, develop and implement classroom management techniques, apply assessment techniques to determine performance levels and modify curriculum for learners with mild to moderate disabilities.

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

This course prepares 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. Student will utilize technology in making modifications for learners with special needs.

**EDS 631 Teaching Strategies for Exceptional Children (3)**

This course is designed to enhance the skill of the participant to diagnose and analyze instructional accommodations for a variety of school settings. The focus of adaptations will include all areas of identification as determined by NE Rule 51. This course will provide participants with ideas and insight on a variety of strategies to use when working with students who have special needs. In addition, learning from this course will qualify those involved to effectively communicate with parents, paraprofessionals and other educators.

**EDS 632 Critical Issues in Special Education (3)**

This course considers current social, political, and economic issues affecting special education. Course discussions and readings focus on, but are not limited to, curriculum reform, alternative teaching and learning paradigms, classroom philosophy, and topics selected by class members. At the conclusion of the course, students develop a personal special education platform based on their understanding of the issues and how these issues affect the school environment.

**EDS 655 Internship for Special Education (3)**

Student teaching (internship) is arranged on an individual basis. 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 and assessment, classroom management, and related development of curriculum topics to meet the Nebraska K-12 student standards.

**EDS 680 Practicum for Special Education (3)**

This course is required for a Special Education Endorsement in Nebraska. Students must teach 150 hours in special education settings plus complete the assigned reading and journaling requirements.

**EDS 699 Selected Topics (3)**

Subject-specific courses may be counted toward degree requirements within this category. Such courses are offered on the basis of expressed student need.

## **Early Childhood Education (EDC)**

### **EDC 612 Developing Literacy in the Primary Classroom (3)**

Designing a literacy program based upon developmentally appropriate practices. Such a program in the primary classroom supports children as they develop their ability to read, write, speak, listen, and think. Students will be able to move from theory to practice as they design programs within their primary classrooms. This course has an early childhood prefix and is specifically designed to support the Nebraska Primary initiative.

### **EDC 614 Developmentally Appropriate Practices: The Primary Program (3)**

Recent research on best practice in the early years has developed into a framework called developmentally appropriate practices. It builds on the knowledge base of child development, suggesting effective strategies for working with young children. Developmentally appropriate materials and methods of instruction in the content areas, along with techniques for facilitating communication with parents and communities about such practices, are also addressed.

### **EDC 616 Critical Issues in Early Childhood Education (3)**

This course considers current social, political, and economic issues affecting early childhood curriculum and education. Course discussions and readings focus on such areas as curriculum reform and standards, assessment, communicating with families, classroom management, legislation pertaining to young children, public school finance, law, multicultural and special education, educational philosophy, current research guiding educational practice such as brain research, and topics selected by class members. At the conclusion of the course, students develop, based on their understanding of the issues, a personal early childhood philosophy that will guide their future educational practices.

### **EDC 680 Practicum for Early Childhood (3)**

This course is required for an Early Childhood Endorsement in Nebraska. Students must teach 150 hours in an early childhood classroom plus complete the assigned reading and journaling requirements

### **EDC 699 Selected Topics (3)**

Subject-specific courses may be counted toward degree requirements within this category. Such courses are offered on the basis of expressed student need.

## **Educational Leadership (EDL)**

### **EDL 621 Leadership Internship (3)**

An opportunity for students to use the learning of the past year and prepare for the final experiences of the cadres. Prior to beginning the internship, students complete their philosophy of education based on their own observations and experiences over the previous year. Through three weeks of full-time work at a school or district with a principal, superintendent, or other leader, students develop an understanding of the philosophy, mission, and vision of the site. Students participate in ongoing assessment of the plans, practices, and processes of school sites. A systematic exploration of school improvement plans, curricular innovations, staff development activities, annual reports, and strategic planning occurs as the site closes one academic year and begins planning for the next year. Using this information, students reflectively examine the ethical base that drives programs, decisions, and communication. They develop an understanding of the complex mix of activities that defines the work of the school leaders. Students will seek to develop a mentoring relationship with their supervisors for long-term help and assistance.

### **EDL 675 Foundations of Educational Leadership (6)**

A development of foundation skills for school leadership. Students begin to develop an understanding of the knowledge, skills, and processes needed by principals in today's schools. The class focuses on team building, group processes, and facilitation skills. It also investigates the research and literature base for school leadership, creating collective vision and common goals as well as developing an ethical base for decisions, supporting innovations in the school's community, understanding the change process, and understanding a variety of teaching and learning styles. Students identify a personal philosophy of education that considers sociological, cultural, and historical foundations; develop leadership strategies for improving the school curriculum; study school finance and implications for schools; acquire skills in working collaboratively with multiple stakeholders; and expand multicultural awareness, gender sensitivity, and racial and ethnic understanding. In addition, students develop an individual plan for the field experience that follows this class to further develop their knowledge and skills.

### **EDL 676 Assessment of Student Learning for Educational Leaders (3)**

The goal of this course is to assist educational leaders to use classroom-based and standardized assessment to maximize student achievement. Participants develop a vision of excellence in assessment that is balanced in terms of assessment purposes, achievement targets, assessment methods, and ways of communicating results. They will develop an understanding of the wide range of achievement targets that comprise academic success and establish priorities to lead that process. Participants will develop strategies to use the full range of methods for sharing information about student achievement, acknowledging that various users of assessment results need different information for distinct purposes. They also develop a data-driven improvement project.

**EDL 680 Elementary Field Experience/Practicum I (3)**

Establishes a bridge between the experiences in the Foundations of Educational Leadership course and those at the school site by integrating knowledge and skills in a supervised elementary school experience. As part of this experience, students are involved in a variety of supervised activities, including planning curriculum and meetings, using group process skills and strategies, participating in opening of school activities, solving disciplinary problems, supporting new faculty and staff, supervising activities, and communicating with parents and the community. Using experiences from the school sites, students study due process and school law cases to draw inferences and to assist with problem-solving and decision-making strategies during the four class sessions. The students analyze staff communication plans and public relations programs for their own school sites, review the literature in this area, and make comparisons with plans from other school sites to identify best practices. In addition, students develop an individual plan for the field experience that follows this class.

**EDL 681 Middle Grades Field Experience/Practicum I (3)**

Establishes a bridge between the experiences in the Foundations of Educational Leadership course and those at the school site by integrating knowledge and skills in a supervised middle grades school experience. As part of this experience, students are involved in a variety of supervised activities, including planning curriculum and meetings, using group process skills and strategies, participating in opening of school activities, solving disciplinary problems, supporting new faculty and staff, supervising activities, and communicating with parents and the community. Using experiences from the school sites, students study due process and school law cases to draw inferences and to assist with problem-solving and decision-making strategies during the four class sessions. The students analyze staff communication plans and public relations programs for their own school sites, review the literature in this area, and make comparisons with plans from other school sites to identify best practices. In addition, students develop an individual plan for the field experience that follows this class.

**EDL 682 Secondary Field Experience/Practicum I (3)**

Establishes a bridge between the experiences in the Foundations of Educational Leadership course and those at the school site by integrating knowledge and skills in a supervised secondary school experience. As part of this experience, students are involved in a variety of supervised activities, including planning curriculum and meetings, using group process skills and strategies, participating in opening of school activities, solving disciplinary problems, supporting new faculty and staff, supervising activities, and communicating with parents and the community. Using experiences from the school sites, students study due process and school law cases to draw inferences and to assist with problem-solving and decision-making strategies during the four class sessions. Students analyze staff communication plans and public relations programs for their own school sites, review the literature in this

area, and make comparisons with plans from other school sites to identify best practices. In addition, students develop an individual plan for the field experience that follows this class.

### **EDL 683 Elementary Field Experience/Practicum II (3)**

A continuation of bridging the learning from the Foundations of Educational Leadership course, the first field experience, and the elementary school site. Students use experiences from the first practicum as a foundation for building further expertise for creating with others a community of learners. Using educational research and the literature base to help inform their actions, students' school experiences focus on programmatic problem solving, including developing and implementing support programs for faculty and staff, and curricular issues; recommending adjustments to communication and public relations plans; designing a meeting that focuses on appropriate group process skills and strategies; and/or developing a process for reviewing the school's discipline plan. Students develop the skills to work with competing priorities and values and to manage conflict in a rapidly changing environment as it relates to curriculum, school improvement, discipline, public relations, and group process at their school sites. In addition, students begin visiting schools in varied settings and must obtain leave time for at least two days to spend in schools other than their own. The class sessions provide an opportunity for processing the field experiences of the students and promoting new problem-solving techniques and decision-making strategies. Students develop new skills in performance appraisal, interview techniques, collaborative staff development activities, promoting activities outside the classroom, and closing of school activities. Students also develop plans for their summer internships.

### **EDL 684 Middle Grades Field Experience/Practicum II (3)**

This course continues bridging the learning from the Foundations of Educational Leadership course, the first field experience and the middle grades school site. Students will use experiences from the first practicum as a foundation for building further expertise for creating with others a community of learners. Using educational research and the literature base to help inform their actions, students' school experiences will focus on programmatic problem solving, including developing and implementing support programs for faculty and staff, and curricular issues; recommending adjustments to communication and public relations plans; designing a meeting that focuses on appropriate group process skills and strategies; and/or developing a process for reviewing the school's discipline plan. Students will also develop the skills to work with competing priorities and values and to manage conflict in a rapidly changing environment as it relates to curriculum, school improvement, discipline, public relations, and group process at their school sites. In addition, students begin visiting schools in varied settings. Students must obtain leave time for at least two full days to spend in schools other than their own. The class sessions will provide an opportunity for processing the field experiences of the students and promoting

new problem-solving techniques and decision-making strategies. Students will develop new skills in performance appraisal, interview techniques, collaborative staff development activities, promoting activities outside the classroom; and closing of school activities. Students will also develop a plan for their summer internship.

**EDL 685 Secondary Field Experience/Practicum II (3)**

A continuation of bridging the learning from the Foundations of Educational Leadership course, the first field experience, and the secondary school site. Students use experiences from the first practicum as a foundation for building further expertise for creating with others a community of learners. Using educational research and the literature base to help inform their actions, students' school experiences focus on programmatic problem solving, including curricular issues, developing and implementing support programs for faculty and staff, recommending adjustments to communication and public relations plans, designing a meeting that focuses on appropriate group process skills and strategies, and/or developing a process for reviewing the school's discipline plan. Students develop the skills to work with competing priorities and values and to manage conflict in a rapidly changing environment as it relates to curriculum, school improvement, discipline, public relations, and group process at their school sites. In addition, students begin visiting schools in varied settings and must obtain leave time for at least two days to spend in schools other than their own. The class sessions provide an opportunity for processing the field experiences of the students and promoting new problem-solving techniques and decision-making strategies. Students develop new skills in performance appraisal, interview techniques, collaborative staff development activities, promoting activities outside the classroom, and closing of school activities. Students also develop plans for their summer internships.

**EDL 686 Advanced Educational Leadership I (6)**

A reflection about, and the application of, the knowledge and skills developed in previous courses and field-based experiences. Students are involved in a variety of activities, including collaboratively planning and designing curricular and staff development activities, developing an interactive staff communication plan and public relations program, facilitating multicultural understanding, organizing the school calendar, analyzing the school's disciplinary system, and planning to meet technological needs. Students will propose a plan for a school building, create a school profile, and build a budget for the school. In addition, students will revise their resumes, develop interviewing techniques, and establish networks to organize what they have to offer as leaders and to prepare for positions as assistant principals and principals.

**EDL 687 Advanced Educational Leadership II (3)**

A focus on non-classroom support services and multiple stakeholders, including advisement, counseling, and guidance of students; encouragement of activities outside the classroom that support teaching and learning; and

collaboration with parents and community agencies. Students study various supervisory models and performance-appraisal systems. As part of their continuing professional growth, students design and pilot an action research project focusing on one of the four program outcomes: strategic leadership, instructional leadership, organizational leadership, or community and political leadership.

**EDL 695 Research and Project Implementation (3)**

The student is expected to present a synthesis of his/her progress, growth, and achievements initiated in the completed course of study and to implement a plan in the school setting that is derived from the collective experience of the program. Students meet with faculty advisers and the cadre group to share, present, and assess the implementation of individual projects, and also to develop and present a portfolio that includes a final written philosophy statement.

**EDL 699 Selected Topics (3)**

Subject-specific courses (e.g., courses in history, English, mathematics, etc.) may be counted toward degree requirements within this category. Such courses are offered on the basis of expressed student need.

