

EDUCATION

Mission

The mission of the Chadron State College Education Preparation program, founded on educating Visionary Leaders, is to prepare teacher candidates to use current pedagogical methods that effectively impact student learning in the candidate's respective content area/s of study. Candidates will gain applicable knowledge and skills in the area of assessment, curriculum, guidance, diversity education, classroom management, professional issues, special education, English language learners, psychology, literacy and instructional technology as part of this program.

Philosophy

Education in a democracy is accepted as the most important human activity for the maintenance, perpetuation, and advancement of the society. The Education Preparation Program at Chadron State College is dedicated to the development of visionary leaders. The program recognizes the institutional responsibility of developing leadership that promotes collaborative engagement and advocacy to influence policy development to serve all constituents in our profession. The faculty within the Education Program act upon a set of common beliefs that reflect the importance placed upon the preparation of qualified professional educators who will assume leadership roles within the local education community and the education profession at large.

Students within the Education Program are valued as unique individual learners, each wanting to learn and also capable of making good learning decisions. Each student is a client to be served by the staff of CSC, and in turn, the student (Teacher Candidate) will serve others after graduation in their role as an educator.

We believe the educator's role is to facilitate learning. The facilitation of learning is accomplished by creating opportunities for all learners to actively participate/engage in the learning environment and process knowledge through methods appropriate to their individual learning needs. Our model is based, to a great extent, on the constructivist theory of learning.

In so doing, various methods of instruction are planned to be consistent with sound theory and current research findings. The individual faculty member is free to use varied approaches and personalized techniques in instruction. In creating a non-threatening learning climate, allowances for individual learning preferences are encouraged and responded to through appropriate pedagogical practices and open, respectful communication among all participants. Learning is believed to be inherently joyful and efforts toward developing and maintaining this end are supported. The demands of the content of the subject are not diminished in the teaching effort which will produce the greatest positive change.

The Visionary Leader Model

Chadron State College's Education Preparation Program is designed to produce Visionary Leaders. Visionary Leaders inherit our profession's quintessential traditions and tools and are made aware of the best contemporary educational research and developments. We bequeath a vital educational vision - one that honors both tradition and innovation - to our students.

The Visionary Leader model is depicted by three interlocking circles, each representing an interrelated area of the curriculum: Essential Studies,

Specialty Studies, and Professional Studies. One circle, professional studies, consists of seven learning themes that make up the instructional themes for the Education Preparation Program. These learning themes are:

- Communication
- Thinking Skills
- Methodology
- Leadership
- Assessment
- Inclusive Learning Environment
- Professionalism

These seven theme areas constitute the instructional themes for the professional preparation programs at Chadron State College. All seven learning themes are interwoven throughout the professional preparation program curricula.

Student Learning Outcomes

CSC Education Program Intended Outcomes

The intended program outcomes are as follows:

1. CSC/InTASC Standard #1: Learner Development. The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (Methodology)
2. CSC/InTASC Standard #2: Learning Differences. The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Inclusive Learning Environments)
3. CSC/InTASC Standard #3: Learning Environments. The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Communication)
4. CSC/InTASC Standard #4: Content Knowledge. The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. (Specialty Studies)
5. CSC/InTASC Standard #5: Application of Content. The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (Thinking Skills)
6. CSC/InTASC Standard #6: Assessment. The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Assessment)
7. CSC/InTASC Standard #7: Planning for Instruction. The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, technology, and pedagogy, as well as knowledge of learners and the community context. (Methodology)

8. CSC/InTASC Standard #8: Instructional Strategies. The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Methodology)
9. CSC/InTASC Standard #9: Professional Learning and Ethical Practice. The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (Professionalism)
10. CSC/InTASC Standard #10: Leadership and Collaboration. The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (Leadership)
11. CSC Standard #11: Impact on Student Learning and Development. The teacher candidate works to positively impact the learning and development for all students. (Professionalism)
12. CSC Standard #12: Professional Dispositions. The teacher candidate demonstrates passion, self-awareness, initiative and enthusiasm; and demonstrates skills in interpersonal relationship, reflective response to feedback, and displays evidence of appropriate social awareness; and practices good judgment, flexibility, problem-solving skill, professional communication and organization; and maintains a professional demeanor and appearance, and displays dependability, punctuality and perseverance. (Communication, Professionalism)

CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC). (2013). *InTASC model core teaching standards and learning progressions for teachers 1.0*. Washington, DC: Council of Chief State School Officers.

Program Changes

Chadron State College is a member of the Nebraska Council on Teacher Education, a teacher education governance and recommending body to the Nebraska Department of Education; therefore, all students majoring in early childhood, elementary, middle grades, secondary, or graduate level education programs are subject to any program rule changes that may occur while a student is enrolled.

For information about the Chadron State College Education Preparation Program, please follow the link to the CSC Teacher Education Handbook at <http://www.csc.edu/documents/education/handbook.pdf>.

Program for Adding an Endorsement

To add another endorsement to an existing teaching/administrative certificate, the student must complete the appropriate departmental and endorsement area coursework. To determine coursework requirements, the student should contact the CSC Teacher Certification Officer for assistance in completing an Evaluation Worksheet for an Added Endorsement program. The student must then notify the Teacher Certification Officer when the program coursework is complete and request that the subsequent Endorsement be posted (or added) to the student's official CSC transcript record. The student may then submit a Nebraska Application for Teacher Certification to the Nebraska Department of Education, in order for the State Department of Education to add this new endorsement to the student's teaching/administrative certificate. The CSC Certification Office is unable to process requests

to added endorsements/programs to a teaching certificate until this procedure has been completed.

- Bachelor of Science – Education – Secondary (Grades PK-12/6-12/7-12) (<http://catalog.csc.edu/undergraduate/programs/education/bsed-secondary-pk-12-6-12-7-12/>)
- Bachelor of Science – Education – Subject Endorsement in Middle Level Education (Grades 5-9) (<http://catalog.csc.edu/undergraduate/programs/education/bsed-subject-endorsement-middle-level-education-5-9/>)
- Bachelor of Science – Education – Field Endorsement in Elementary Education (Grades K-8) (<http://catalog.csc.edu/undergraduate/programs/education/bsed-field-endorsement-elementary-education-k-8/>)
- Supplemental Endorsement in Early Childhood Education (Age 3 through Grade 3) (<http://catalog.csc.edu/undergraduate/programs/education/bsed-field-endorsement-elementary-education-k-8/#supplementalendorsementext>)

Education

EDUC 100 INFORMATION LITERACY1 Credit

Students will be able to recognize an information need, access that information in multiple formats, evaluate/authenticate the information, discern the ethical implications of knowledge construction, and organize the information in a compelling and biographical manner.

Cross-Listed: EDUC100/LMS100

EDUC 121 THE ACADEMIC LIFE3 Credits

The Academic Life is designed to assist students in acclimating to the expectations of college academics and culture. The overall objective of the course is to provide a classroom environment that promotes student success in academics and life. A broad variety of topics relating to student engagement and achievement are covered.

Add Consent: Department Consent

Drop Consent: Department Consent

EDUC 131 INTRODUCTION TO TEACHING3 Credits

This introductory course surveys the work of a teacher, the public school system, and the qualities necessary for success as a teacher in the education profession. Fundamental to all future course work in the Education Program. A ten (10) clock hour school-based classroom observation experience is a required part of this course.

Requirements: Field experience requires a background check.

EDUC 201 ELEMENTARY/MIDDLE LEVEL EDUCATION QUALIFYING SEMINAR0 Credits

A required class session seminar designed to disseminate and explain paperwork required for admission into the professional year to all Elementary Education and majors in the Middle Level and PK-12 Secondary Levels. Teacher Education candidates will be required to attend one (1) class session prior to spring semester of their junior year.

EDUC 224 TECHNOLOGY RESOURCES FOR LEARNING3 Credits

This course focuses on the integration of computers and other new technologies into the academic curricula. This course will focus on making decisions about content, instructional strategies, and the use of technology in innovative ways to supplement, enhance, and extend the curriculum. Participants will examine software tools, curriculum software, Internet resources, and computer-based projects as examples of technology that can be effectively integrated into the curriculum.

Prerequisites: EDUC 131

EDUC 231 PLAY/ART/MUSIC FOR EARLY CHILDHOOD3 Credits

Develop coordinated programs in play, art, and music for preschool children as media for preschool growth, development and learning. Art and music are used as forms of play to teach developmental skills in the areas of math, social science, and language arts, as well as in developing skills in coordination, movement, rhythm, creative expressions, etc.

Prerequisites: FCS 139

EDUC 232 SCIENCE, MATH, AND SOCIAL SCIENCE FOR EARLY CHILDHOOD3 Credits

Development of programs in science, math, and social science for preschool children utilizing a variety of instructional materials. Emphasis is placed upon the development of innate interests, vocabulary, concepts, and readiness skills through concrete experiences as well as play activities.

Prerequisites: FCS 139

EDUC 233 LITERATURE AND LANGUAGE ARTS PROGRAM FOR EARLY CHILDHOOD3 Credits

Introduction to literature for preschool children using appropriate literature and language arts and activities to promote the development of language arts skills, with an emphasis on the development of reading readiness in preschool children.

Prerequisites: FCS 139

EDUC 270 SPECIAL TOPICS1-3 Credits

Enables individuals to become aware of trends, issues, and requirements in the educational fields that are not covered in the upper division course work.

EDUC 271 HUMAN RELATIONS TRAINING1 Credit

Develop awareness and understanding of the values, lifestyles, contributions and history of a pluralistic society; develop the ability to recognize and deal with dehumanizing biases and how they may be reflected in instructional material; develop ability to translate knowledge of human relations into attitudes, skills and techniques which result in favorable experiences for students; develop respect for human dignity and individual rights and develop the ability to relate effectively to other individuals and groups other than one's own.

EDUC 300 OBSERVATION AND PARTICIPATION1-3 Credits

A field-based experience which includes school site classroom observation and participation in the candidate's major subject area(s), with emphasis on active involvement in authentic school settings.

Prerequisites: Successfully pass the Praxis I: Core Basic Skills test, EDUC 131, EDUC 224, PSYC 231, SPED 230 with no grade below a "C", and Sophomore or above status

Add Consent: Department Consent

Drop Consent: Department Consent

Requirements: Minimum of one credit hour required for all Secondary, Middle Level, and PK-12 majors (but students may register for up to three credits). Minimum of two credit hours required for all Elementary, ECE Inclusive, and P-6 majors (but students may register for up to three credits). Pass a required background check. Maintain the specified GPA as required by the Nebraska Department of Education for program entry.

EDUC 321 TEACHING ELEMENTARY/MIDDLE SCHOOL MATHEMATICS3 Credits

Survey of mathematics teaching methods for the elementary and middle school students. Children's textbooks, resources, appropriate technology, techniques for exceptional learner, concrete materials and instructional procedures are emphasized.

Prerequisites: EDUC 131 and PSYC 231 or PSYC 334 and Sophomore or above status

EDUC 322 TEACHING ELEMENTARY/MIDDLE SCHOOL LANGUAGE ARTS3 Credits

Survey of the teaching methods in the language arts for the elementary and middle school students. All major aspects of communication will be considered.

Prerequisites: EDUC 131, PSYC 231, and Sophomore or above status

EDUC 323 TEACHING ELEMENTARY/MIDDLE SCHOOL SOCIAL STUDIES3 Credits

An in-depth study of Social Studies curriculum standards, including an analysis of what is to be taught at each grade level within a given topic of study, planning and building units of study that meet or exceed the standards, in addition to planning for daily instruction.

Prerequisites: EDUC 131, PSYC 231, and Sophomore or above status

EDUC 325 LANGUAGE, CULTURE AND LITERACY3 Credits

An introduction to the foundations of psycholinguistic and sociolinguistic theories, particularly as related to oral and written language acquisition and development. Focus on issues relating to language and literacy educational practices in linguistically diverse classrooms. Topics will include the relationship among communication and culture, bilingual and bi-literacy development, the role of language in the transmission of socio-cultural knowledge, home-school literacy partnerships, and classroom strategies that lead to successful language and literacy development. Emphasis will be placed on developing the skills and dispositions to become effective teachers in culturally and linguistically diverse classrooms.

Prerequisites: EDUC 131, PSYC 231 and sophomore or above status

EDUC 329 ASSESSMENT FOUNDATIONS2 Credits

Assessment foundations addresses the theoretical and practical aspects of assessing student learning. Teachers must be able to select/create and effectively use assessments for a variety of purposes.

Prerequisites: EDUC 131, EDUC 224, PSYC 231, and Sophomore or above status

EDUC 360 CROSS CULTURAL STUDIES IN EDUCATION3-6 Credits

This course is designed to provide individuals interested in educational systems in other societies the opportunity to study and observe these systems through training experiences in the form of workshops, fellowships, and/or seminars.

Notes: Course may be repeated with a different focus.

Requirements: The course requires travel expenses as associated with the specific activity.

EDUC 390 APPLIED INTERNSHIP IN EDUCATION1-3 Credits

Provides practical experience in an agency related to education.

Add Consent: Department Consent

Notes: Interested students should contact the Internship and Career Services Office to secure application materials; application should be made prior to the semester the internship will be started; the amount of credit will be based on the availability of a suitable work position, the qualifications of the applicant, and the work hours; the internship will not replace any observation or field experience requirements, or any required courses, and should not be done while the student is on Block or stude

EDUC 400 INDEPENDENT STUDY OR RESEARCH1-3 Credits

Study or research in an area of special interest.

Add Consent: Department Consent

Notes: The number of credit hours is determined by the topic and the amount of work required.

Requirements: Dean's permission required.

EDUC 405 PROFESSIONAL SEQUENCE5 Credits

This integrated course prepares the candidate for their clinical field-based school internship. Candidates should reference the appropriate program below. Post-Baccalaureate Certification Program: Course topics for the Post-Baccalaureate Certification Program include: a) reading in the content area; b) assessment and evaluation measures; c) differentiated instructional methods; d) classroom management strategies; and e) special education practices and strategies.

Prerequisites: EDUC 300 for the School-based Partnership Program candidate

Add Consent: Department Consent

Drop Consent: Department Consent

Requirements: Requirements for Post Baccalaureate Program candidates: Must hold a minimum of a Bachelor's Degree; must be seeking a Bachelor of Science in Education (BSE) with either a secondary, middle level or PK-12 endorsement; Requirements for School-based Partnership Program candidates: Must be seeking a BSE with either an Elementary Education, Early Childhood Education Inclusive, or Special Education Generalist endorsement; must be placed in a year-long, School-Based Partnership Program internship.

EDUC 411S READING/WRITING IN CONTENT AREA1 Credit

Invites teacher candidates to approach subject matter in such a way as to utilize and further develop instructional strategies. Study skills, reading/writing skills common to all content areas, and reading/writing skills and vocabulary development in specific subject areas are covered.

Prerequisites: Junior or above status

Add Consent: Department Consent

Drop Consent: Department Consent

Notes: Taken as part of the professional year, Semester #1.

EDUC 412S CURRICULUM AND STANDARDS1 Credit

The course topics include: curriculum development (scope and sequencing of instruction; implementation of standards into the curriculum; relationship between scope/sequence-unit-lesson planning and assessment; strategies for connecting units of instruction throughout the curriculum; co-curricular and extracurricular planning.

Prerequisites: Junior or above status

Add Consent: Department Consent

Drop Consent: Department Consent

Notes: Taken as part of the professional year, Semester #1.

EDUC 413E ELEM/MS CURRICULUM & COUNSELING1 Credit

Principles and theories governing curriculum design, development, implementation, and evaluation at the K-6 and 4-9 levels with focus on the role and responsibility of the elementary/middle school teacher in the counseling and guidance process.

Prerequisites: Junior or above status

Add Consent: Department Consent

Drop Consent: Department Consent

Notes: Taken as part of the professional year.

EDUC 414E CLASSROOM MANAGEMENT1 Credit

Classroom management as it relates to efficiently operated classrooms. Theory and practice precede practical implications and teaching strategies in areas such as the following: Managing student behavior, time management, classroom routines, stress and working with parents and paraprofessionals.

Prerequisites: Junior or above status

Add Consent: Department Consent

Drop Consent: Department Consent

Notes: Taken as part of the professional year.

EDUC 414S SECONDARY/MS CLASSROOM MANAGEMENT1 Credit

Classroom management as it relates to efficiently operated classrooms. Theory and practice precede practical implications and teaching strategies in the following areas: managing student behavior, engaging and motivating students, time management, classroom routines, stress, safety, and working with parents and para-professionals.

Prerequisites: Junior or above status

Add Consent: Department Consent

Drop Consent: Department Consent

Notes: Taken as part of the professional year, Semester #1.

EDUC 415E HUMAN RELATIONS/MULTI-CULTURAL1 Credit

Influence of human relationships upon learning, growth and development, including an examination of significant problems in education as they relate to multi-ethnic students. Emphasis will be placed on the development of interpersonal skills, classroom climate, and in meeting the emotional needs of students.

Prerequisites: Junior or above status

Add Consent: Department Consent

Drop Consent: Department Consent

Notes: Taken as part of the professional year.

EDUC 415S HUMAN REL/MULTI-CULTURAL1 Credit

Considers the influence of human relationships upon learning, growth and development, including an examination of significant problems in education as they relate to multi-ethnic students. Emphasis will be placed on the development of interpersonal skills, classroom climate, and in meeting the emotional needs of students.

Prerequisites: Junior or above status

Add Consent: Department Consent

Drop Consent: Department Consent

Notes: This course is taken as part of the professional year.

EDUC 416E ELEMENTARY/MS ASSESSMENT1 Credit

Mechanics of deriving meaningful grades and reporting these grades to students, parents and administrators. The criteria for developing teacher-made tests will be explored as well as the basic statistics to interpret and compare scores. New methods of evaluation will be addressed.

Prerequisites: Junior or above status

Add Consent: Department Consent

Drop Consent: Department Consent

Notes: Taken as part of the Professional Year.

EDUC 417E TEACHING READING DIAGNOSIS1 Credit

Diagnostic awareness and corrective skill. Formal and informal tools used in assessing reading progress, identifying reading problems, planning reading correction and using remedial materials will be examined and used in experimental settings. Teacher observation skills and informal diagnostic and corrective procedures will be stressed. Follows EDUC 423 and 424.

Prerequisites: Junior or above status

Add Consent: Department Consent

Drop Consent: Department Consent

Notes: Taken as part of the Professional Year.

EDUC 418S SECONDARY/MS ASSESSMENT1 Credit

Construction of valid and reliable teacher made tests and the interpretation of scores from these and standardized instruments. Performance-based assessment tools will be emphasized.

Prerequisites: Junior or above status

Add Consent: Department Consent

Drop Consent: Department Consent

Notes: Taken as part of the professional year, Semester #1.

EDUC 422 TEACHING ELEMENTARY/MS SCIENCE/HEALTH3 Credits

Teaching experiences with hands-on methods and materials used to teach science and health to children in grades K-9. Students will work with textbook materials, science equipment appropriate to this age group, audio-visual materials relating to science and health as well as the use of resource persons and field trips.

Prerequisites: Junior or above status

Add Consent: Department Consent

Drop Consent: Department Consent

Notes: Taken in conjunction with the professional year, Semester #1.

EDUC 423 TEACHING PRIMARY READING AND WRITING3 Credits

Current methods, materials and research findings related to the teaching of reading and writing at the primary level. Different approaches to word analysis and to reading and writing comprehension, laboratory projects and demonstrations in instructional techniques, and reading and writing principles and strategies of primary reading and writing programs, and instructional and organizational procedures.

Prerequisites: Junior or above status

Add Consent: Department Consent

Drop Consent: Department Consent

Notes: Taken as part of the Professional Year, Semester #1.

EDUC 424 TEACHING INTERMEDIATE READING AND WRITING3 Credits

Current methods, materials and research findings related to the teaching of reading and writing at the intermediate level. Teaching advanced reading and writing skills in reading and writing programs and in content areas will be examined. Strategies to develop higher questioning and study skills, laboratory projects and demonstrations of instructional techniques, reading and writing principles, program development, and instructional and organizational procedures.

Prerequisites: Junior or above status

Add Consent: Department Consent

Drop Consent: Department Consent

Notes: Taken as part of the Professional Year, Semester #1.

EDUC 431A SPECIAL METHODS/ART3 Credits

The laboratory and lecture course includes instruction, managerial, and curricular pedagogy unique to the endorsement subject area.

Prerequisites: CORE Basic Skills test, EDUC 131, EDUC 224, PSYC 231, SPED 230, SPED 334 and Junior or above status

Requirements: Students must meet or exceed the minimum GPA as required by the Nebraska Department of Education.

EDUC 431C SPECIAL METHODS/HPER3 Credits

The laboratory and lecture course includes instruction, managerial, and curricular pedagogy unique to the endorsement subject area.

Prerequisites: CORE Basic Skills test, EDUC 131, EDUC 224, PSYC 231, SPED 230, SPED 334 and Junior or above status

Notes: Students must meet or exceed the minimum GPA as required by the Nebraska Department of Education.

EDUC 431F SPECIAL METHODS/MATH3 Credits

The laboratory and lecture course includes instruction, managerial, and curricular pedagogy unique to the endorsement subject area.

Prerequisites: CORE Basic Skills test, EDUC 131, EDUC 224, PSYC 231, SPED 230, SPED 334 and Junior or above status

Requirements: Students must meet or exceed the minimum GPA as required by the Nebraska Department of Education.

EDUC 431G SPECIAL METHODS/SCIENCE3 Credits

The laboratory and lecture course includes instruction, managerial, and curricular pedagogy unique to the endorsement subject area.

Prerequisites: CORE Basic Skills test, EDUC 131, EDUC 224, PSYC 231, SPED 230, SPED 334 and Junior or above status

Requirements: Students must meet or exceed the minimum GPA as required by the Nebraska Department of Education.

EDUC 431I SPECIAL METHODS/BUSINESS3 Credits

The laboratory and lecture course includes instruction, managerial, and curricular pedagogy unique to the endorsement subject area.

Prerequisites: CORE Basic Skills test, EDUC 131, EDUC 224, PSYC 231, SPED 230, SPED 334 and Junior or above status

Requirements: Students must meet or exceed the minimum GPA as required by the Nebraska Department of Education.

EDUC 431J SPECIAL METHODS/FCS3 Credits

The laboratory and lecture course includes instruction, managerial, and curricular pedagogy unique to the endorsement subject area.

Prerequisites: CORE Basic Skills test, EDUC 131, EDUC 224, PSYC 231, SPED 230, SPED 334 and Junior or above status

Requirements: Students must meet or exceed the minimum GPA as required by the Nebraska Department of Education.

EDUC 431L SPECIAL METHODS/SOCIAL SCIENCES3 Credits

The laboratory and lecture course includes instruction, managerial, and curricular pedagogy unique to the endorsement subject area.

Prerequisites: CORE Basic Skills test, EDUC 131, EDUC 224, PSYC 231, SPED 230, SPED 334 and Junior or above status

Requirements: Students must meet or exceed the minimum GPA as required by the Nebraska Department of Education.

EDUC 431M INTERDISCIPLINARY SPECIAL METHODS3 Credits

The laboratory and lecture course includes instruction, managerial, and curricular pedagogy unique to the endorsement subject area.

Prerequisites: CORE Basic Skills test, EDUC 131, EDUC 224, PSYC 231, SPED 230, SPED 334 and Junior or above status

Requirements: Students must meet or exceed the minimum GPA as required by the Nebraska Department of Education.

EDUC 431Q SPECIAL METHODS/SECONDARY MUSIC3 Credits

The laboratory and lecture course includes instruction, managerial, and curricular pedagogy unique to the endorsement subject area.

Prerequisites: CORE Basic Skills test, EDUC 131, EDUC 224, PSYC 231, SPED 230, SPED 334 and Junior or above status

EDUC 433 THE MIDDLE SCHOOL3 Credits

Philosophy, implementation, and improvement of the middle school (grade 5-9) from a theoretical and practical basis. Emphasis is placed upon the development, behavior, and special issues of middle school students; overall school program; methods of instruction; and the evaluation process. Includes a field experience which requires a background check.

Prerequisites: Junior or above status

EDUC 440 TOPICS IN EDUCATION1-3 Credits

Designed to allow students to study some aspect of Education not offered in the regular class. May be repeated with a change in emphasis for a maximum of 6 credit hours.

EDUC 460 COMPARATIVE EDUCATION1-3 Credits

This course explores the study of education from a comparative perspective, focusing on major educational systems of the world with a special emphasis on Western Europe. An international field trip is required.

Essential Studies: SLO #10

Add Consent: Instructor Consent

EDUC 475 REGIONAL ELEMENTARY/MIDDLE SCHOOL PROFESSIONAL STUDIES SEQUENCE12 Credits

This integrated course prepares students for the clinical internship and includes the following topics: a) classroom management; b) curriculum and counseling; c) human relations/multicultural education; d) assessment; e) reading and writing diagnosis; f) science and health; g) primary and intermediate reading and writing; and h) special education practices and strategies.

EDUC 480A FIELD EXPERIENCE1-8 Credits

Assists a candidate seeking an added endorsement program which requires eight (8) weeks of student teaching for Nebraska Teacher Certification. The field experience is designed to give the candidate the opportunity to gain insight into teaching skills in the prospective endorsement, and to develop professional integrity at the appropriate grade level to meet state certification requirements.

Prerequisites: Must be a graduate of a Teacher Education Program and have obtained a teaching endorsement

Add Consent: Department Consent

Notes: The total number of field experience credit hours will be determined by transcript review.

Requirements: Requires a criminal background check and the affirmation under oath that the student has no felony convictions or misdemeanor convictions involving abuse, neglect, or sexual misconduct, and affirmation under oath that the student is in sound mental capacity; one-half of the supervision fee will be assessed.

EDUC 490 TEACHER INTERNSHIP - STUDENT TEACHING5-9 Credits

Education 490 Teacher Internship - Student Teaching is designed to give the teacher candidate the opportunity to gain insight into teaching skills and to develop professional integrity using current pedagogical methods that impact student learning in the candidate's respective grade level and content area(s) of study. Each teacher internship experience will encompass the appropriate grade level and/or endorsement to meet certification requirements and must be completed concurrently with EDUC 495. Students will accomplish course outcomes/Education SLO by participating in a minimum of a 14 week teaching internship field experience. During this experience, teacher interns will be placed in different classroom settings within a PK-12 school setting, working in collaboration with the Cooperating Classroom Teachers, PK-12 students and a CSC Supervisor.

Co-requisite: Students must be enrolled in EDUC 495 Education Capstone at the same time. Prerequisites: A student must maintain the required minimum GPA as determined by the Nebraska Department of Education (See Teacher Education Handbook for current GPA) and must have successfully completed the Professional Semester Block with no grade below a C.

Prerequisites: EDUC 411A, EDUC 412S, EDUC 414S, EDUC 415S, EDUC 418S, EDUC 431, and Junior or above status

Co-requisites: EDUC 495

Add Consent: Department Consent

Drop Consent: Department Consent

EDUC 495 EDUCATION CAPSTONE3 Credits

Education Capstone is designed to give the teacher candidate the opportunity to gain insight into teaching skills and to develop professional integrity using current pedagogical methods that impact student learning in the candidate's respective content area of study. Each Education Capstone experience will encompass the appropriate grade level and endorsement(s) to meet certification requirements.

Students will experience course work to meet Education Learning Outcomes and ESO by participating in a minimum of a 16-week teaching internship field experience. During this experience, teacher interns will be placed in different classroom settings within a P-12 school setting working in collaboration with the Cooperating Classroom teachers, P-12 students and a CSC Supervisor. During this course Teacher Interns will complete the following course activities: Teacher Work Sample Project, Lesson Planning Activities, Teacher Intern Guidebook assignments, and will maintain a Teacher Internship Reflective Journal. Imbedded into these assignments are specific activity assignments that are meant to meet the following Essential Studies Program Student Learning Outcomes: ESO 12.

Essential Studies: SLO #12

Add Consent: Department Consent

Drop Consent: Department Consent

Requirements: A student must maintain the required minimum GPA as determined by the Nebraska Department of Education (See Teacher Education Handbook for current GPA) and have successfully completed the Professional Semester Block with no grade below a C.