

# EDUCATION (EDUC)

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## **EDUC 500 INDEPENDENT STUDY OR RESEARCH1-3 Credits**

Study or research in an area of special interest. The number of course credits is determined by the topic and the amount of work required.

**Add Consent:** Instructor Consent

**Requirements:** Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

## **EDUC 510 LEARNING THEORIES AND FOSTERING EFFECTIVE EDUCATIONAL ENVIRONMENTS3 Credits**

This course provides an overview of relevant theories and principles of psychology applied to teaching and learning along with strategies in Human Relations to develop a safe and inviting learning environment. Students will learn about memory, recall, constructivist and cognitivist views of learning, human development, and patterns in learning, along with individual differences teachers can expect across cognitive, linguistic, social, emotional, and physical areas. Students will use these skills to design and implement developmentally appropriate and challenging learning experiences.

Additionally, students will be provided with the information required by the Nebraska State Legislature for educators working within the public education system. Some of the skills and dispositions needed to achieve this that are addressed include; (1) an ability to recognize and deal with dehumanizing biases, including, but not limited to, sexism, racism, prejudice, and discrimination, and an awareness of the impact such biases have on interpersonal relations; (2) an ability to translate knowledge of human relations into attitudes, skills, and techniques which result in favorable experiences for students; (3) an ability to recognize the ways in which dehumanizing biases may be reflected in instructional materials; (4) an ability to relate effectively to other individuals and to groups in a pluralistic society other than the applicant's own; (5) an awareness and understanding of the values, lifestyles, contributions, and history of a pluralistic society; and (6) respect for human dignity and individual rights. Upon completion of this course, students will attain a comprehensive overview of learning theories that will empower them to enhance their teaching skills with strategies educators need in human relations that allow an inclusive and productive learning environment.

## **EDUC 512A ANALYSIS OF INSTRUCTION1 Credit**

Course designed to improve instruction and curriculum of classroom teachers through contextual analysis, instructional planning and design, student assessments, and reflection.

## **EDUC 512B ANALYSIS OF INSTRUCTION1 Credit**

Course designed to improve instruction and curriculum of classroom teachers through contextual analysis, instructional planning and design, student assessments, and reflection.

## **EDUC 512C ANALYSIS OF INSTRUCTION1 Credit**

Course designed to improve instruction and curriculum of classroom teachers through contextual analysis, instructional planning and design, student assessments, and reflection.

## **EDUC 530 INTEGRATED CLASSROOM METHODOLOGY3 Credits**

Designed for individuals with a post-baccalaureate degree aspiring to enter the education profession, this course focuses on developing essential pedagogical and classroom-related skills for effective teaching in diverse P-12 settings. Participants will engage with topics including learner development, classroom instruction, lesson planning, assessment strategies, curriculum application, school structure, classroom management, differentiated instruction, ongoing professional learning, and ethical professional practice. Participants will learn to engage students in critical thinking, creativity, and collaborative problem-solving, aligning instruction with relevant learning goals using state/national standards and leveraging knowledge of content, cross-disciplinary skills, technology, and pedagogy. Participants will explore instructional strategies promoting content understanding, incorporating the Science of Reading, writing, and meaningful knowledge application.

By the end of the course, educators will possess a comprehensive toolkit of methodologies, strategies, insights, and assessments for gathering appropriate student evidence to design and adapt instruction that supports every student in meeting learning goals. The course aims to empower educators to create an inclusive and engaging classroom environment that fosters optimal learning outcomes for all students through the use of educational best practices related to effective content application, instructional strategies, and multiple methods of assessment to engage students in their own growth, monitor student progress, and guide decision-making.

## **EDUC 531 COMPUTER BASICS AND ISSUES OF TECHNOLOGY IN SCHOOLS3 Credits**

Explores computer technology: learning some basic technological language, concepts, and ways to communicate about, prevent, and solve technical problems. Emphasis on functioning effectively in educational settings with computers and other forms of digital technology. The course focuses on change in educational institutions, effectiveness of educational technology, and related current social and political issues.

## **EDUC 532 COMPUTER-MANAGED INSTRUCTION3 Credits**

Explores instructor use of hardware/software systems for producing word processing, data management, authoring systems for web pages, presentation software, teacher utilities, digital cameras, digital scanners, and other tools that are valuable in the production of instructional materials.

## **EDUC 533 THE MIDDLE SCHOOL3 Credits**

Philosophy, implementation and improvement of the middle school from a theoretical and practical basis. Emphasis is placed on the development, behavior and special problems of middle school students; overall school program; methods of instruction and the evaluation process.

**Dual-listed:** EDUC 433

## **EDUC 534 TECHNOLOGY IN INSTRUCTIONAL STRATEGIES3 Credits**

Focuses on concepts and tools for applying systems theory to K-12 instructional design. Concepts include needs, instructional, learner, and context analysis; objective, assessment, strategy, development, and evaluation. Course also applicable to business, industry, government, health care, and not-for-profit organizations.

**Dual-listed:** EDUC 434

## **EDUC 535 BLENDED TEACHING AND LEARNING3 Credits**

Focuses on the integration of a variety of online tools to develop a dynamic blended teaching and learning environment. Teachers at all levels of the education system are under pressure to meet the dual demands of integrating new technologies and 21st Century skills into teaching, while helping their students achieve high standards. This course helps one design an online teaching and learning space that is available to the teacher and their students anytime and anyplace.

**EDUC 536 MULTIMEDIA IN THE CLASSROOM3 Credits**

Focuses on the integration of multimedia technologies into the academic curriculum. Stresses video, hypermedia, digital imagery, the Internet and other technologies as learning tools. Utilizes several specific media tools for problem solving, engaging students in personally and socially-constructed meaning, community building and developing interactive information literacy. Exercises in development of multimedia activities will focus on making decisions about content, instructional strategies, and the use of technology in innovative ways to supplement, enhance, and extend the curriculum.

**EDUC 538 CONTEMPORARY TEACHING PRACTICES3 Credits**

Examines contemporary teaching practices, including but not limited to: constructivist methods, information processing methods, looping, multi-age teaching, and matching instruction to performance standards. Teaching with technology will be a strong emphasis. Instruction suited to the Internet and distance learning systems will be practiced.

**EDUC 540 TOPICS IN EDUCATIONAL TECHNOLOGY1-3 Credits**

Designed to allow students to study some aspect of educational technology not offered as a regular class.

**Add Consent:** Instructor Consent

**Notes:** May be repeated, with a change of emphasis, for a maximum of six (6) course credits.

**Requirements:** Students must confirm with their advisor that the course is acceptable for their Plan of Study.

**EDUC 542 CLASSROOM MANAGEMENT AND PRACTICUM3 Credits**

This course equips students with the essential understanding, skills, and techniques needed to create a safe and supportive learning environment for grades PK-12. Through classroom application of course content, this course will provide students with substantial experience in a classroom setting as they master and implement theoretical principles and practical knowledge about the relationships between school-wide behavioral systems, social and emotional learning, and the effect a positive and safe classroom environment has on academic achievement of diverse learners. By the end of the course, students will be exposed to opportunities to collaborate and participate in professional learning activities that complement course concepts for developing an effective and safe learning environment. Additionally, students will have the opportunity to participate in classroom observation and participation within the student's endorsement area and grade level.

**Notes:** The State of Nebraska requires a minimum of one hundred (100) clock hours of practicum with students. This class fulfills this requirement. Students may have had prior experiences which may count toward the hours. Approval of prior hours needs to be approved by the Director of Field Experience.

**EDUC 639 ADVANCED METHODS OF PERFORMANCE ASSESSMENT3 Credits**

Builds on fundamental assessment knowledge and skills with emphasis on developing advanced competencies, particularly in the areas of performance-based assessment, assessment in standards-based environments, and applying current philosophies and practices to classroom teaching.

**Notes:** This course was offered as EDUC 539 prior to Fall 2013.

**EDUC 690 STUDENT TEACHING6 Credits**

This class is designed to give the teacher candidate the opportunity to develop and practice teaching skills using current best practices that impact student learning. Each teacher internship experience will encompass the appropriate grade level and/or endorsement to meet certification requirements. Students will accomplish course outcomes 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. Students will also complete the Teacher Work Sample, which provides the opportunity to learn about how to collect student data while teaching and make instructional decisions from that data that models ethical professional practices.

**Add Consent:** Department Consent

**Drop Consent:** Department Consent

**Requirements:** A student must have maintained the required minimum GPA of 2.75.