Nebraska Wesleyan University

Education (Undergraduate)

Catalog

2018-2019

About the Program

Nebraska Wesleyan's Education department offers two departmental majors: Elementary Education and Special Education. Additionally, interdepartmental majors are available, as well as certification endorsement programs.The departmental majors may be earned with a Bachelor of Science or Bachelor of Arts degree. The choice of a B.S. or B.A. may be dependent on the student's area of study or second major. The B.A. for elementary and special education majors requires two years of college-level foreign language. Students majoring in music earn a Bachelor of Music degree.

Nebraska Wesleyanâ??s education programs are approved by the Nebraska Department of Education and accredited by the National Council for Accreditation of Teacher Education and the Higher Learning Commission.

National Council for Accreditation of Teacher Education
2010 Massachusetts Avenue, NW, Suite 500
Washington, D.C. 20036-1023
202.466.7496
www.ncate.org

Department Learning Outcomes
Majors will be able to:

1. Pass Praxis I Exam at required standards listed in NDE Rule 20.
2. Pass Praxis II Exam at required standards listed in NDE Rule 24
3. Achieve and maintain a 2.75 overall gpa as required in NDE Rule 20 for student teaching

Application to Teacher Education Program

Students who have completed at least one course in Education may make formal application to the Teacher Education Program. Applicants must pass the Praxis I Core Academic Skills for Educators at the standards established by the State Board of Education. Students must have a 2.75 or higher GPA for all college courses and a 2.75 GPA or higher in Education courses an courses in the endorsement area. Consult with the education department for other application requirements and details.

Teacher Certification Requirements

All students who expect to be recommended for teacher certification must become candidates in the departmentâ??s Teacher Education Program. Once a student has applied for candidacy in the program, the student must schedule coursework with an adviser in the education department and in the studentâ??s teaching subjects or field. After a student fulfills the requirements or a degree for graduation and for the Teacher Education Program, the student may be recommended for a teaching certificate by the certification officer in the Education Department. The Career Center assists prospective teachers in securing teaching contracts but does not guarantee employment.

Nearly every state requires teaching seeking certification in to have passed a content-specific test with a state specified score. Nebraska requires all persons seeking a certificate on or after September 1, 2015 to take the appropriate Praxis II test and achieve a score at or above the minimum required by the state. NWU students will be required to take the Praxis II in their senior year.

Teaching Endorsements

Teaching endorsements are divided into three categories: subject, field, and supplementary. Candidates must complete at least one subject endorsement or one field endorsement to become certified.

Subject Endorsement

Candidates who are preparing for a subject endorsement should choose from the following list: Biology (7-12); Chemistry (7-12); History (7-12); Physical Education (K-6, 7-12); Physics (7-12); Secondary English (7-12); Special Education Generalist (K-6); Vocal Music (PK-12); and World Language (French, German, Spanish) (K-8, 7-12, K-12). See the education department for details.

Field Endorsement

To be certified, a candidate who is preparing for a field endorsement must choose one of the following fields: Art (PK-12); BMIT (Business, Marketing and Information Technology) (6-12); Elementary Education (K-6); English Language Arts (7-12); Health and Physical Education (7-12); Mathematics (6-12); Music (PK-12); Science (7-12); and Social Science (7-12). See the education department for details.

Supplementary Endorsement
The department offers the following supplementary endorsements for students who are completing at least one subject or field endorsement: Coaching (7-12); English as a Second Language (K-12, P-6, 7-12); and Theatre (7-12). See the education department for details.

Pass/Fail Policy

Education department courses are not offered on a Pass/Fail basis except for a field experience.

Supervised Teaching

A variety of supervised teaching (commonly called student teaching) opportunities are offered for students in education. These individuals may student teach in the Lincoln Public Schools, neighboring communities, in Chicagoâ??s urban schools, or abroad. A minimum of 14 semester hours of supervised teaching is required for graduation.

Supervised Teaching Abroad

Nebraska Wesleyanâ??s supervised teaching program allows students to complete eight weeks of their student teaching requirement in Australia, New Zealand, Taiwan, Germany, Spain, England, Ireland, Costa Rica, Ecuador, Italy, Tazmania, Scotland, Wales, or India. Students interested in teaching abroad should apply to the department one year in advance. Students should contact the department chair for details.

Supervised Teaching through the Chicago Center for Urban Life and Culture

Student teaching in an urban environment in Chicago may be available as part of the Chicago Center for Urban Life and Culture. Along with student teaching, students attend seminars that introduce them to the city. Students should contact the department chair for details.

Majors, Minors & Degrees

Majors

1. Elementary Education (B.A., B.S.)
2. Health and Physical Education (B.S.)
3. History-Social Science Education (B.A., B.S.)
4. Language Arts Education (B.A., B.S.)
5. Music Education, Combination (B.M.)
6. Music Education, Vocal (B.M.)
7. Physical Education (B.S.)
8. Science Education (B.A., B.S.)
9. Special Education (B.A., B.S.)
10. Theatre Arts Education (B.A.)

Certification Endorsements

1. Coaching Supplemental Certification Endorsement Grades 7-12
2. English as a Second Language (ESL) Supplemental Certification Endorsement Grades K-6, 7-12, and K-12
3. Secondary Education Endorsement
4. Theatre Supplemental Certification Endorsement Grades 7-12

Courses

EDUC 1000 Art in the Elementary School

3 hours

See ART 1000 Art in the Elementary School.

EDUC 1010 Introduction to Education in the United States

2 hours

A course providing a broad, general survey of education in the United States, designed to help students decide whether to continue coursework in professional education. This course is a prerequisite to further work in the department.
(Normally offered each semester.)

EDUC 1680 Literature for Children and Youth

3 hours

An introduction to and survey of the genres of literature for children, along with the place of children's literature in the curriculum and the evaluation of the literary worth of children's books.
(Normally offered each spring semester.)

EDUC 1750 Field Experience

1 hour

A course designed to allow students an opportunity to determine if they have a talent for teaching. Students will be assigned to assist an elementary, or secondary school teacher for a designated period of time each week. May be repeated a maximum of three times.
Pass/Fail only.
Pre or corequisite(s): EDUC 1010 Introduction to Education in the United States.
(Normally offered each semester.)

EDUC 1900 Selected Topics

1-4 hours

A topical course designed to investigate relevant subject matter not included in any standard courses. The title and the content will be determined by current mutual interests of students and faculty. This course may be offered to meet a requirement for a major only by approval of the department chair.

EDUC 1950 Independent Study

1-4 hours

This is a research course. The student initially meets with the department chair to select a study topic and review research methods. At this time the student will be assigned a faculty resource person to guide his or her work and assist in an advisory capacity. A copy of the student's work is filed in the archives for the department. Independent Study may not duplicate courses described in the catalog.
Prerequisite(s): Permission of the department chair.

EDUC 1960 Special Projects

1-15 hours

Supervised individual projects for students on topics selected by the student in consultation with the instructor. Special Projects may not duplicate courses described in the catalog.
Prerequisite(s): Permission of the instructor.

EDUC 1970 Internship

1-8 hours

An on-the-job experience oriented toward the studentâ??s major interest. The student is to secure a position in an organization that satisfies the mutual interests of the instructor, the sponsor, and the student. P/F Only.
Prerequisite(s): Permission of the department chair.

EDUC 2000 Art in the Secondary School

3 hours

See ART 2000 Art in the Secondary School.

EDUC 2050 Human Development and Learning I

2 hours

A course designed to acquaint students with the basic principles of growth and all phases of human development. Students will be required to assist an elementary or secondary teacher for a 50-minute period twice a week.
Pre or corequisite(s): EDUC 1010 Introduction to Education in the United States or permission of the department chair or instructor.
(Normally offered each semester.)

EDUC 2050L Human Development and Learning I Laboratory

0 hours

Students observe/assist in educational settings associated with our P-12 school system. P/F Only.
Corequisite(s): EDUC 2050 Human Development and Learning I.
(Normally offered each semester.)

Archway Curriculum: Essential Connections: Experiential Learning: Exploratory

EDUC 2060 Human Development and Learning II

2 hours

A continuation of EDUC 2050 with emphasis on the principles of learning and their application in the field of education. Secondary students will be required to assist a school teacher for a 50-minute period twice a week.
Pre or corequisite(s): EDUC 1010 Introduction to Education in the United States and EDUC 2050 Human Development and Learning I, or permission of the department chair or instructor.
(Normally offered each spring semester.)

EDUC 2090 Theory of Reading

2 hours

This course serves as a theoretical foundation for the Reading and Language Arts Methods course. The students will define reading and discuss the purposeful nature of reading. The class presents a survey of the various theories of reading acquisition and familiarizes students with specific theories. It will encourage students to begin forming their own philosophy about the reading process. The State Standards for Reading and Writing will be presented and explored for their connections to theory and practice. The interconnectedness of listening, speaking, reading, and writing will be explored. This course will begin to build the bridge between theory and classroom application.
Prerequisite(s): EDUC 1010 Introduction to Education in the United States.
(Normally offered each spring semester.)

Archway Curriculum: Essential Connections: Writing Instructive

EDUC 2500 English Language Learners in the 21st Century Classroom

3 hours

This course is designed to familiarize students with the learning processes of English language learners, including their understanding of the new culture and its educational system. Students will demonstrate knowledge of basic federal and state laws related to limited English proficient students, as well as demonstrate knowledge of ways to create linkages with students' families that enhance their educational experiences. Practicum experiences will allow students to engage in reflective thinking by analyzing, evaluating, and strengthening their professional practice. The course structure combines lectures, discussions, required readings, practicum experiences, and a practical application of skills.
(Normally offered alternate years.)

EDUC 2690 Young Adult Literature

3 hours

See ENG 2690 Young Adult Literature.

Archway Curriculum: Essential Connections: Speaking Instructive

EDUC 2850 Education in a Pluralistic Society

3 hours

This course helps future teachers and coaches recognize and understand biases experienced by groups and individuals due to race, ethnicity, gender, social class, religion, exceptionality, sexual orientation, and language background to help them work effectively with a diverse student or student-athlete population. This course meets the Nebraska Human Relations Training requirement for teacher certification and for the NSAA coaching certification
Pre or Corequisite(s): EDUC 1010 Introduction to Education in the United States or declared Coaching minor, or permission of instructor.
(Normally offered each semester.)

Archway Curriculum: Integrative Core: Democracy Thread
Archway Curriculum: Essential Connections: Diversity Instructive: U.S.

EDUC 2870 Instructional Technology

3 hours

See SPED 2870 Instructional and Adaptive Technology.

EDUC 2900 Selected Topics

1-4 hours

A course designed to treat subject matter not covered in other standard courses or to provide study of subject matter introduced in other courses. The title, content, and credit hours will be determined by current mutual interests of faculty and students.
Prerequisite(s): Approval of the department chair.

EDUC 2950 Independent Study

1-4 hours

This is a research course. The student initially meets with the department chair to select a study topic and review research methods. At this time the student will be assigned a faculty resource person to guide his or her work and assist in an advisory capacity. A copy of the student's work is filed in the archives for the department. Independent Study may not duplicate courses described in the catalog.
Prerequisite(s): Permission of the department chair.

EDUC 2960 Special Projects

1-15 hours

An opportunity for a student to engage in an individually arranged project supervised by a member of the faculty.
Prerequisite(s): Approval of the department chair.

EDUC 2970 Internship

1-8 hours

An on-the-job experience oriented toward the studentâ??s major interest. The student is to secure a position in an organization that satisfies the mutual interests of the instructor, the sponsor, and the student. P/F Only.
Prerequisite(s): Permission of the department chair.

EDUC 3040 Methods for Teaching Modern Languages K-6

3 hours

A study of a variety of methods as well as curriculum design/implementation for successful teaching of modern languages in the elementary classroom. Materials are evaluated as well as created to enhance learning. French, German, Japanese, and Spanish are included.
Prerequisite(s): Acceptance into the Teacher Education program or permission of the department chair.
(Normally offered alternate years.)

EDUC 3130 Educational Assessments: Secondary

3 hours

A study of teacher-made, informal tests as well as formal, standardized tests. Students learn to devise assessment instruments for evaluation purposes. They also learn to administer, score, and interpret the results of standardized tests.
Prerequisite(s): Acceptance in the Teacher Education Program or permission of the department chair.
(Normally offered each fall semester.)

EDUC 3140 Methods for Teaching Modern Languages in 7-12

3 hours

A study of a variety of methods as well as curriculum design/implementation for successful teaching of modern languages in the middle and secondary school classroom. Materials are evaluated as well as created to enhance learning. French, German, Japanese, and Spanish are included.
Prerequisite(s): Acceptance into the Teacher Education program or permission of the department chair.
(Normally offered alternate years.)

EDUC 3150 Educational Assessments: Directed Study

2 hours

A study of the tools and techniques of measurement and evaluation. The specific topics depend upon the student's program and needs.
Prerequisite(s): Acceptance into the Teacher Education Program or permission of the department chair.

EDUC 3240 Methods for Teaching Communication and Theatre Arts in 7-12

3 hours

A survey of the methods for teaching communication in the classroom and of directing extracurricular activities. Cross listed with THTRE 3240.

Prerequisite(s): Acceptance into the Teacher Education Program or permission of the department chair.

EDUC 3260 Methods for Teaching English in 7-12

3 hours

A diagnostic view of all elements pertinent to teaching English in middle and secondary schools. Strong practical emphasis will be placed on the proportional and organized development of middle and secondary English courses, realistic presentation of materials, and the practical and varied methods of testing appropriate to such courses.
Prerequisite(s): Acceptance into the Teacher Education Program or permission of the department chair.
(Normally offered each fall semester.)

EDUC 3280 Methods for Teaching Science in 7-12

3 hours

The study and use of teaching methods and models in middle and secondary schools and their application to the learning styles of these age groups. Includes an examination of various science curriculum programs, laboratory safety procedures, and the selection and organization of content and teaching materials.
Prerequisite(s): Acceptance into the Teacher Education Program or permission of the department chair.
(Normally offered every even spring semester.)

EDUC 3290 Methods for Teaching Mathematics in 7-12

3 hours

The study of the methods of teaching mathematics in middle and secondary schools. Includes teaching materials, methods, objectives, and various models of teaching.
Prerequisite(s): Acceptance into the Teacher Education Program or permission of the department chair.
(Normally offered each odd spring semester.)

EDUC 3350 General Secondary Methods

2 hours

A critical and functional study of effective methods of instruction with emphasis on the planning/teaching/assessment processes applicable for junior high and high schools. Students design and teach an interdisciplinary unit plan in EDUC 3360 General Secondary Methods Lab that incorporates specific forms of instructional technology.
Prerequisite(s): Acceptance into the Teacher Education Program or permission of the department chair.
Corequisite(s): EDUC 3360 General Secondary Methods Lab.
(Normally offered each semester.)

EDUC 3360 General Secondary Methods Lab

1 hour

Students plan and teach a variety of lessons within a unit plan that incorporates specific teaching and assessment strategies. Second, students will apply various classroom management approaches.
Prerequisite(s): Acceptance into the Teacher Education Program or permission of the department chair.
Corequisite(s): EDUC 3350 General Secondary Methods.
(Normally offered each semester.)

EDUC 3390 Methods for Teaching Reading and Writing in 7-12

3 hours

A course focusing on the methodology, processes, and content of reading and writing at the secondary school level. Particular attention is given to strategies effective in teaching developmental reading and writing, content area reading and writing, and basic skills in diagnosis and remediation. Laboratory experiences are provided. No P/F.

Prerequisite(s): Acceptance into the Teacher Education Program or permission of the department chair.
(Normally offered each fall semester.)

EDUC 3400 Teaching Mathematics in K-8

2 hours

This course focuses on the content and process skills of teaching and learning math in the elementary and middle grades. The course incorporates methodologies (including interdisciplinary approaches) for developing and implementing curriculum and assessing learning. Laboratory experiences are provided.
Prerequisite(s): Acceptance into the Teacher Education Program or permission of the department chair.
Corequisite(s): EDUC 3440 Teaching Natural Sciences K-8.
(Normally offered each spring semester.)

EDUC 3420 Teaching Social Sciences in K-8

3 hours

A course focusing on the methodology and content of elementary social sciences. It includes a survey of social science content, strategies for teaching the five disciplines of the social sciences, interdisciplinary approaches, human relationships, mental health, and community health. No P/F.
Prerequisite(s): EDUC 2090 Theory of Reading and acceptance into the Teacher Education Program, or permission of the department chair.
(Normally offered each fall semester.)

EDUC 3440 Teaching Natural Sciences K-8

3 hours

This course focuses on the content and process skills of teaching and learning science in the elementary and middle grades. The course incorporates methodologies (including interdisciplinary approaches) for developing and implementing curricula and assessing learning. Laboratory experiences are provided.
Prerequisite(s): Acceptance into the Teacher Education Program or permission of the department chair.
Corequisite(s): EDUC 3400 Teaching Mathematics in K-8.
(Normally offered each spring semester.)

EDUC 3450 Methods for Teaching Literacy in K-8

4 hours

A course focusing on planning, teaching, and assessing the four broad areas of literacy: listening, speaking, reading, and writing. The course includes writing plans that address objectives and standards, and meeting the needs of individual students. Teaching includes a variety of methodologies: basal series, direct instruction, holistic approaches, and balanced instruction. Effective listening, speaking, and writing through knowledge and proficiency in grammar usage, spelling, and handwriting are covered. Students gather information and experiences throughout the semester to form their own philosophies of teaching and assessing literacy. A unit on educational assessment and interpretation of results is also included. Includes 25 hours of practicum experience.
Prerequisite(s): EDUC 2090 Theory of Reading and acceptance into the Teacher Education Program, or permission of the department chair.
Corequisite(s): SPED 3480 Curriculum Adaptations for Language Art Methods.
(Normally offered each fall semester.)

EDUC 3460A Methods Practicum K-8 Literacy

1 hour

A practicum opportunity allowing students to practice the planning, teaching, assessment, and dispositions that are presented in methods classes.
Corequisite(s): EDUC 3450 Methods for Teaching Literacy in K-8, SPED 3460 Adapted Methods Practicum K-8 and SPED 3480 Curriculum Adaptations for Language Art Methods.

(Normally offered each fall semester.)

EDUC 3460B Methods Practicum K-8 Math

1 hour

A practicum opportunity allowing students to practice the planning, teaching, assessment, and dispositions that are presented in methods classes.
Pre or corequisite(s): EDUC 3400 Teaching Mathematics in K-8 and SPED 3700 Curriculum Adaptations for Math and Science Methods.
(Normally offered each spring semester.)

EDUC 3500 Curriculum and Assessment for Teaching English Language Learners

3 hours

This course is designed to familiarize students with effective research-based methods for designing curriculum and assessments for English language learners. Key concepts addressed in this course include language development in the learning domains of reading, writing, listening, and speaking. Students will demonstrate knowledge of basic federal and state laws related to limited English proficient students, as well as demonstrate knowledge of ways to create linkages with students' families that enhance their educational experiences. Practicum experiences will allow students to engage in reflective thinking by analyzing, evaluating, and strengthening their professional practice. The course structure combines lectures, discussions, required readings, and a practical application of skills.
(Normally offered each even spring semester.)

EDUC 3510 Methods for Teaching English Language Learners

3 hours

This course is designed to familiarize students with effective research-based methods for instructing English language learners, including scaffolding instruction in mainstream content-area courses. Students will demonstrate knowledge of basic federal and state laws related to limited English proficient students, as well as demonstrate knowledge of ways to create linkages with students' families that enhance their educational experiences. Practicum experiences will allow students to engage in reflective thinking by analyzing, evaluating, and strengthening their professional practice. The course structure combines lectures, discussions, required readings, practicum experiences, and a practical application of skills.
(Normally offered each even fall semester.)

EDUC 3600 Student Teaching for English Language Learning

1-3 hours

A diagnostic view of all elements pertinent to teaching English in middle and secondary schools. Strong practical emphasis will be placed on the proportional and organized development of middle and secondary English courses, realistic presentation of materials, and the practical and varied methods of testing appropriate to such courses.
Prerequisite(s): Acceptance into the Teacher Education Program or permission of the department chair.
(Normally offered each semester.)

EDUC 3640 Methods for Teaching Social Sciences in 7-12

3 hours

Designed for middle and secondary education students working toward certification in one of the following social science fields: economics, general social studies, history, political science, psychology, and sociology. No P/F.
Prerequisite(s): Acceptance into the Teacher Education Program or permission of the department chair.
(Normally offered each fall semester.)

EDUC 3820 Methods for Teaching Business in 7-12

3 hours

This course will provide a practical overview of setting objectives, utilizing teaching materials, selecting and organizing subject matter, and instructing and evaluating as applied to accounting and basic business subjects. No P/F.
Prerequisite(s): Acceptance into the Teacher Education Program or approval of the department chair.

EDUC 3860 Classroom Management and Discipline

1 hour

This course focuses on various attitudes, behaviors, and techniques which lead to effective classroom management. Students will engage in critical thinking and reflection as they review and develop effective classroom management practices.
Prerequisite(s): Acceptance into the Teacher Education Program or approval of the department chair.
(Normally offered each fall semester.)

EDUC 3890 Urban Student Teaching Semester

14 hours

The Chicago Center for Urban Life and Culture project is a semester-long program that involves both interdisciplinary class work and field experiences in Chicago, Illinois, including full-time student teaching. The semester program will replace certain teacher certification program requirements as determined by the department chair.
Prerequisite(s): Students must meet the preliminary requirements for student teaching, be approved by the education department and the chair of the department in which the student is majoring, and be accepted by the Chicago Center Program Director.

EDUC 3900 Selected Topics

1-4 hours

A course designed to treat subject matter not covered in other standard courses, or to provide advanced study of subject matter introduced in other courses. The title, content, and credit hours will be determined by current mutual interests of faculty and students.
Prerequisite(s): Approval of the department chair.

EDUC 3950 Independent Study

1-12 hours

This is a research course. The student initially meets with the department chair to select a study topic and review research methods. At this time the student will be assigned a faculty resource person to guide his or her work and assist in an advisory capacity. A copy of the student's work is filed in the archives for the department. Independent Study may not duplicate courses described in the catalog.
Prerequisite(s): Permission of the department chair.

EDUC 3960 Special Projects

1-15 hours

An opportunity for a student to engage in an individually arranged project supervised by a member of the faculty.
Prerequisite(s): Approval of the department chair.

EDUC 3970 Internship

1-8 hours

An on-the-job experience oriented toward the studentâ??s major interest. The student is to secure a position in an organization that satisfies the mutual interests of the instructor, the sponsor, and the student. P/F Only.
Prerequisite(s): Permission of the department chair.

EDUC 4790 Supervised Teaching in Elementary School Music

7-14 hours

Students work with one or more music teachers in an elementary school.
Prerequisite(s): Acceptance into the Teacher Education Program or permission of the department chair.

Archway Curriculum: Essential Connections: Experiential Learning: Intensive

EDUC 4800 Supervised Teaching in the Elementary School

7-14 hours

Students work with one or more regular teachers in an elementary school. They teach a full day, attend the student teaching seminar, and conference with their college supervisors as directed.
Prerequisite(s): Completion of preliminary student teaching requirements or approval of the department chair.

Archway Curriculum: Essential Connections: Experiential Learning: Intensive

EDUC 4810 Supervised Teaching in Elementary School Physical Education

7-14 hours

Students work with one or more regular physical education teachers in an elementary school. They attend the student teaching seminar and conference with their college supervisor as directed.
Prerequisite(s): Completion of preliminary student teaching requirements or approval of the department chair.

EDUC 4830 Supervised Teaching in Secondary School Music

7-14 hours

Students work with one or more music teachers in a secondary school.
Prerequisite(s): Completion of preliminary student teaching requirements or approval of the department chair.

Archway Curriculum: Essential Connections: Experiential Learning: Intensive

EDUC 4840 Supervised Teaching in the Elementary School

7-14 hours

Students work with one or more regular teachers in an elementary school. They teach a full day, attend the student teaching seminar, and conference with their college supervisors as directed. No P/F.
Prerequisite(s): Completion of preliminary student teaching requirements or approval of the department chair.

EDUC 4870 Supervised Teaching in the Secondary School

7-14 hours

Students work with one or more regular teachers in a secondary school. They attend the student teaching seminar and conference with their college supervisor as directed.
Prerequisite(s): Completion of preliminary student teaching requirements or approval of the department chair.

Archway Curriculum: Essential Connections: Experiential Learning: Intensive

EDUC 4890 Urban Student Teaching Semester

14 hours

The Chicago Center for Urban Life and Culture project is a semester-long program that involves both interdisciplinary class work and field experiences in Chicago, Illinois, including full-time student teaching. The semester program will replace certain teacher certification program requirements as determined by the department chair.
Prerequisite(s): Students must meet the preliminary requirements for student teaching, be approved by the education department

and the chair of the department in which the student is majoring, and be accepted by the Chicago Center Program Director.

Archway Curriculum: Essential Connections: Experiential Learning: Intensive

EDUC 4900 Selected Topics

1-4 hours

A topical course designed to investigate relevant subject matter not included in any standard courses. The title and the content will be determined by current mutual interests of students and faculty. This course may be offered to meet a requirement for a major only by approval of the department chair.

EDUC 4950 Independent Study

1-4 hours

This is a research course. The student initially meets with the department chair to select a study topic and review research methods. At this time the student will be assigned a faculty resource person to guide his or her work and assist in an advisory capacity. A copy of the student's work is filed in the archives for the department. Independent Study may not duplicate courses described in the catalog.
Prerequisite(s): Permission of the department chair.

EDUC 4960 Special Projects

1-15 hours

Supervised individual projects for students on topics selected by the student in consultation with the instructor. Special Projects may not duplicate courses described in the catalog.
Prerequisite(s): Permission of the instructor.

EDUC 4970 Internship

1-8 hours

An on-the-job experience oriented toward the studentâ??s major interest. The student is to secure a position in an organization that satisfies the mutual interests of the instructor, the sponsor, and the student. P/F Only.
Prerequisite(s): Permission of the department chair.

EDUC 4980 Senior Seminar

0-4 hours

A research seminar in which students conducting their research to satisfy the senior comprehensive requirement meet regularly to share insights, progress, and problems encountered along the way.

EDUC 4990 Student Teaching Seminar

1 hour

A capstone course that meets biweekly for two hours to focus on two areas: first, to provide a structured and safe environment to dialogue about student teaching successes and concerns; and second, invited speakers, students and the instructor will discuss topics most pertinent to student teaching, how to obtain a teaching position, and critical issues for the beginning teacher. Topics include educational law, morals and ethics, student/teacher/parent rights and responsibilites, establishing and maintaining positive communication with the staff and community, as well as interviewing and job search skills.
Corequisite(s): Student teaching or permission of the department chair.
(Normally offered each semester.)

Archway Curriculum: Essential Connections: Speaking Instructive

GEOG 1510 Physical Geography

3 hours

A course that introduces modern geography and examines spatial relationships among such physical phenomena as climate, topography, soils, and vegetation.
(Normally offered each fall semester.)

GEOG 1520 Cultural Geography

3 hours

A course that examines the spatial relationships of such phenomena as population, economic activity, and societal groups.
(Normally offered each spring semester.)

Archway Curriculum: Essential Connections: Diversity Instructive: Global

SPED 1760 Field Experience

1 hour

A course designed to allow students an opportunity to assist a preschool, elementary, middle grades, or junior high special education teacher for a designated period of time each week. May be repeated a maximum of three times.
Pass/Fail only.
Corequisite(s): SPED 2070 Understanding Human Differences for special education majors.

SPED 1900 Selected Topics

1-4 hours

A topical course designed to investigate relevant subject matter not included in any standard courses. The title and the content will be determined by current mutual interests of students and faculty. This course may be offered to meet a requirement for a major only by approval of the department chair.

SPED 1950 Independent Study

1-4 hours

This is a research course. The student initially meets with the department chair to select a study topic and review research methods. At this time the student will be assigned a faculty resource person to guide his or her work and assist in an advisory capacity. A copy of the student's work is filed in the archives for the department. Independent Study may not duplicate courses described in the catalog.
Prerequisite(s): Permission of the department chair.

SPED 1960 Special Projects

1-15 hours

Supervised individual projects for students on topics selected by the student in consultation with the instructor. Special Projects may not duplicate courses described in the catalog.
Prerequisite(s): Permission of the instructor.

SPED 1970 Internship

1-8 hours

This course allows students to participate at a meaningful level in an internship with a public official, political figure, public agency, campaign or interest group and to use that experience as the basis for an academic paper.
Pass/Fail only.

Prerequisite(s): Permission of the department chair.

SPED 2070 Understanding Human Differences

3 hours

This course provides an overview of basic concepts related to the inclusive education of differently abled students. A broad understanding of a range of low and high incidence disabilities will be explored. Historical factors, legislation, litigation, service delivery models, and cross-cultural issues are examined in the course. Students will complete a fieldwork experience that will allow them an opportunity to assist kindergarten, elementary, middle school, or junior high special education students for a designated period of time. No P/F.
(Normally offered each fall semester.)

SPED 2180 Learning Strategies I: Direct Instruction Methods

4 hours

Students will learn to develop and deliver specific academic and social curriculum using Direct Instruction/Behaviorist methodology. Demonstration of competence of instructional design and evaluation within a Direct Instruction/Behaviorist model is emphasized in relation to students with mild/moderate disabilities. Students may complete a fieldwork experience that will allow students an opportunity to assist a preschool, elementary, or middle school education teacher for a designated period of time using these instructional methods.
(Normally offered alternate years.)

SPED 2190 Learning Strategies II: Strategy Training

4 hours

Students will learn to develop and deliver specific academic and social curriculum using Cognitive Strategy methodology. Demonstration of competence of instructional design and evaluation within a Cognitive Strategy framework is emphasized for students with mild/moderate disabilities. Students may complete fieldwork experience that will allow them an opportunity to assist a preschool, elementary, or middle school special education teacher for a designated period of time using these instructional methods.
(Normally offered alternate years.)

SPED 2200 Learning Strategies III: Cooperative Learning

4 hours

Students will learn to develop and deliver specific academic and social curriculum using Social Learning theory and methodology. Demonstration of competence in instructional design and evaluation with a Social Learning theory model is emphasized for students with mild/moderate disabilities. Students may complete a fieldwork experience that will allow them an opportunity to assist a preschool, elementary, or middle school special education teacher for a designated period of time using these instructional methods.
(Normally offered alternate years.)

SPED 2870 Instructional and Adaptive Technology

3 hours

This course is the study of the various forms of instructional technology available to today's educators. Instructional technologies include computers, data bases, wireless telecommunication, augmentative communication software, literacy, and mathematic support software. Specific emphasis is placed on those forms of adaptive technology that will assist the teaching and learning of students with mild/moderate disabilities.
Cross listed with EDUC 2870.
(Normally offered each semester.)

SPED 2900 Selected Topics

1-4 hours

A topical course designed to investigate relevant subject matter not included in any standard courses. The title and the content will be determined by current mutual interests of students and faculty. This course may be offered to meet a requirement for a major only by approval of the department chair.

SPED 2950 Independent Study

1-4 hours

This is a research course. The student initially meets with the department chair to select a study topic and review research methods. At this time the student will be assigned a faculty resource person to guide his or her work and assist in an advisory capacity. A copy of the student's work is filed in the archives for the department. Independent Study may not duplicate courses described in the catalog.
Prerequisite(s): Permission of the department chair.

SPED 2960 Special Projects

1-15 hours

An opportunity for a student to engage in an individually-arranged project supervised by a member of the faculty.
Prerequisite(s): Approval of the department chair.

SPED 2970 Internship

1-8 hours

This course allows students to participate at a meaningful level in an internship with a public official, political figure, public agency, campaign or interest group and to use that experience as the basis for an academic paper.
Pass/Fail only.
Prerequisite(s): Permission of the department chair.

SPED 3070 Methods for Teaching Secondary Students with Disabilities

3 hours

A course designed to acquaint secondary education students with appropriate teaching strategies and methodologies for the regular classroom when teaching students who are gifted or have mild/moderate disabilities. Legal responsibilities and obligations concerning both populations are also discussed. A field experience is included as part of this course.
(Normally offered each spring semester.)

SPED 3160 Assessment

2 hours

This course is a study of the informal and formal techniques and instruments for assessing children/youth for a variety of functions across multiple curriculum areas. Primary focus will be on effective tools for the identification and support of children/youth with mild/moderate disabilities.
Prerequisite(s): Acceptance into the Teacher Education Program or permission of the department chair.
(Normally offered every even spring semester.)

SPED 3460 Adapted Methods Practicum K-8

1 hour

A practicum opportunity allowing students to practice adapting lessons for children with exceptionalities.
Pre or corequisite(s): EDUC 3400 Teaching Mathematics in K-8, EDUC 3420 Teaching Social Sciences in K-8, EDUC 3440 Teaching Natural Sciences K-8, EDUC 3450 Methods for Teaching Literacy in K-8, EDUC-3460, SPED 3480 Curriculum Adaptations for Language Art Methods, and SPED 3700 Curriculum Adaptations for Math and Science Methods.

SPED 3480 Curriculum Adaptations for Language Art Methods

1 hour

As a corequisite with EDUC 3450 Methods for Teaching Literacy in K-8, this course will involve the critical study of materials, curriculum, and effective instruction used in teaching children and youth with mild/moderate disabilities.
Corequisite(s): EDUC 3450 Methods for Teaching Literacy in K-8.
Prerequisite(s): Acceptance into the Teacher Education Program or permission of the department chair.

SPED 3570 Legal Issues in Special Education

2 hours

This course provides students with knowledge of national, state, and local laws, policies, procedures, and resources that affect the definition of disability and the ensuing education programs for students with mild/moderate disabilities. Models of social and personal advocacy will form a critical foundation for development of a personal consultation model. Students will reflect their understanding of these issues through the development of Individual Education Plans, Transition Plans, and School Service Plans for students with mild/moderate disabilities.
Prerequisite(s): Acceptance into the Teacher Education Program or permission of the department chair.
(Normally offered each fall semester.)

SPED 3700 Curriculum Adaptations for Math and Science Methods

1 hour

As a corequisite of EDUC 3400 Teaching Mathematics in K-8 and EDUC 3440 Teaching Natural Sciences K-8, this course involves the critical study of materials, curriculum and effective instruction used in teaching children and youth with mild/moderate disabilities.
Corequisite(s): EDUC 3400 Teaching Mathematics in K-8 and EDUC 3440 Teaching Natural Sciences K-8.
Prerequisite(s): Acceptance into the Teacher Education Program or permission of the department chair.
(Normally offered each spring semester.)

SPED 3710 Creating Support for Safe Schools

2 hours

This course provides an intensive study of ways that collaborative practice can support children with emotional/behavioral needs. An emphasis of the course will be on the creation of safe schools through cognitive, behavioral, and social support strategies.
Prerequisite(s): Acceptance into the Teacher Education Program or permission of the department chair.
(Normally offered each spring semester.)

SPED 3900 Selected Topics

1-5 hours

A course designed to treat subject matter not covered in other standard courses to provide advanced study of subject matter introduced in other courses. The title, content and credit hours will be determined by current mutual interests of faculty and students.
Prerequisite(s): Approval of the department chair.

SPED 3950 Independent Study

1-12 hours

This is a research course. The student initially meets with the department chair to select a study topic and review research methods. At this time the student will be assigned a faculty resource person to guide his or her work and assist in an advisory capacity. A copy of the student's work is filed in the archives for the department. Independent Study may not duplicate courses described in the catalog.
Prerequisite(s): Permission of the department chair.

SPED 3960 Special Projects

1-15 hours

This course provides an opportunity for a student to engage in an individually arranged project supervised by a member of the faculty.
Prerequisite(s): Approval of the department chair.

SPED 3970 Internship

1-8 hours

This course allows students to participate at a meaningful level in an internship with a public official, political figure, public agency, campaign or interest group and to use that experience as the basis for an academic paper.
Pass/Fail only.
Prerequisite(s): Permission of the department chair.

SPED 4770 Special Education Practicum

14 hours

Students are given the opportunity to teach children/youth who have mild/moderate disabilities in the elementary and middle grades. They teach a full day during all the Nebraska Wesleyan semester.
Prerequisite(s): Completion of preliminary student teaching requirements and approval of the department chair.

SPED 4850 Supervised Teaching in Mildly/ Moderately Handicapped Programs (7-12)

7-14 hours

Students are given the opportunity to teach children who have mild/moderate disabilities in grades 7-12 for 10 weeks.
Prerequisite(s): Completion of preliminary student teaching requirements and approval of the department chair.

Archway Curriculum: Essential Connections: Experiential Learning: Intensive

SPED 4870 Special Education Practicum

7-14 hours

Students are given the opportunity to teach children who have mild/moderate disabilities in the elementary grades for 10 weeks.
Prerequisite(s): Completion of preliminary student teaching requirements and approval of the department chair.

Archway Curriculum: Essential Connections: Experiential Learning: Intensive

SPED 4900 Selected Topics

1-5 hours

A course designed to treat subject matter not covered in other standard courses to provide advanced study of subject matter introduced in other courses. The title, content and credit hours will be determined by current mutual interests of faculty and students.
Prerequisite(s): Approval of the department chair.

SPED 4950 Independent Study

1-12 hours

This is a research course. The student initially meets with the department chair to select a study topic and review research methods. At this time the student will be assigned a faculty resource person to guide his or her work and assist in an advisory capacity. A copy of the student's work is filed in the archives for the department. Independent Study may not duplicate courses described in the catalog.

Prerequisite(s): Permission of the department chair.

SPED 4960 Special Projects

1-15 hours

This course provides an opportunity for a student to engage in an individually arranged project supervised by a member of the faculty.
Prerequisite(s): Approval of the department chair.