



# CYAF: INCLUSIVE EARLY CHILDHOOD EDUCATION (BIRTH-GRADE 3)

## Description

Students enrolled in this field endorsement will meet the requirements for the Nebraska Inclusive Early Childhood Education (Birth to Grade 3) Teaching Certificate Endorsement. The program is based on an inclusive, family-focused style of working with young children across a range of abilities and disabilities, and on collaboration and teamwork. Students will gain a view of the field that integrates education, prevention, and intervention services. The program will prepare students for careers working in a variety of roles in early childhood and early primary classrooms and services.

Persons in this endorsement may teach infants, toddlers, and children from birth through grade 3, including those with disabilities and support families and other personnel with responsibilities for their care and education.

## General Information

The College of Education and Human Sciences has the people, the programs and a proven track record that stretches across three centuries. We are dedicated to enhancing the lives of individuals, families, schools and communities and strengthening the relationships among them. CEHS is working collectively to enhance outcomes in early childhood, health and wellness, and communities. The College offers undergraduate programs leading to a bachelor of science in education and human sciences degree in a number of degree programs. Degree programs in teaching areas, when completed qualify a student to be considered by the Nebraska Department of Education for a teaching certificate.

Experiential learning and hands-on experiences are key components of degree programs in CEHS. Early field placement in public and private schools is a nationally recognized hallmark of the teacher education program in the College of Education and Human Sciences. While internships are a valuable enhancement to many students' education, in the College of Education and Human Sciences, practicum experiences and student teaching are a critical and essential part of the teacher education curriculum and these must be successfully completed.

Teacher education programs (or majors) are divided into field endorsements and single-subject endorsements. Field endorsements certify the candidate to teach a broader range of courses compared to single-subject endorsements, which certify the candidate to teach in only one subject area. Consequently, a teacher holding a field endorsement may be more marketable than a teacher holding a single-subject endorsement. Candidates may also elect to complete course requirements to apply for supplemental endorsements; these are additional endorsements that can be added to a field or single-subject endorsement but cannot be taken alone. Supplemental endorsements require additional credit hours beyond those needed for the first endorsement (field or single subject). Teachers may increase their marketability by adding supplemental endorsements.

## Admission

All education programs have a competitive admission process. At some point in time, after meeting specific education requirements, all students must formally apply to their particular education program.

## Professional Education Status

All newly admitted students who are pursuing a teacher preparation program can be declared within their major. Students will apply for professional admission for upper-level classes in the specific Teacher Education Program they are completing.

## Admission to Student Teaching

Students are required to student teach to complete the educator preparation program and qualify for a Nebraska Teaching certificate.

Students must complete the student teaching application by the published deadline each semester to be eligible for a placement. A student teaching placement requires a full-day, everyday experience for an entire semester. Admission to student teaching requires the following:

1. Matriculation in a teacher education program in the College of Education and Human Sciences, the Graduate College, or dual matriculation in the College of Education and Human Sciences and another college.
2. Admission to a specific teacher education program.
3. Senior standing (89 hours or more) with a minimum cumulative GPA of 2.75 on a 4.0 scale.
4. Minimum grade point average of 2.5 in the endorsement area with no grade below C.
5. A minimum grade point average of 2.5 in pre-professional and professional education courses and no grade below C in pre-professional education courses and no grade below a C+ in professional education courses.
6. All endorsement, pre-professional and professional education coursework must be completed prior to student teaching. If necessary, no more than 6 hours of general education (ACE) or elective classes can be completed after the student teaching experience with advanced approval from the Office of Field Experience & Certification.
7. No additional coursework can be taken during the student teaching semester unless prior approval is obtained from the Certification Officer, the Director of Field Experiences, or the Department Chair that oversees the program.

## Praxis Content Exams

The Nebraska Department of Education (NDE) may require passing a content examination. A listing of the required exams can be found at: <http://www.ets.org/praxis/ne/requirements> (<http://www.ets.org/praxis/ne/requirements/>). Exam registration is available at <http://www.ets.org> (<http://www.ets.org/>).

## Other

### Student Teaching Placement

The Office of Accreditation, Placement, and Licensure is responsible for the placement of student teachers. Several factors are considered in assigning student teachers to a specific district and school, including the availability of a high-quality cooperating teacher and supervisor who meets the requirements of the Nebraska Department of Education and the University of Nebraska—Lincoln. Requests to student teach out-of-state are not guaranteed and require additional processes and extended timelines. Students wishing to request an out-of-state placement must

meet with the Director of Field Experiences as early as possible to determine eligibility.

### **Removal from Field & Clinical Placements**

Students participating in practicum or student teaching placements may be removed from their assigned schools if their performance does not meet required standards, if their conduct is unprofessional and/or threatens the well-being or learning of the students, or at the request of the school and/or district.

**Practicum Students:** Any student who is removed from a practicum assignment may appeal that decision by submitting a written request to the appropriate Department Chair within 30 days of the removal. The Department Chair will convene an appeals committee, request pertinent information from the student and CEHS personnel and notify the student seven business days in advance of the scheduled appeal meeting. Students are advised of their right to seek legal advice. The Committee's decision will be forwarded in writing to the student, to the Director of Field Experiences, and to the Dean of the College.

**Student Teachers:** Guidelines for professional behaviors required of all student teachers can be found in The Student Teaching Handbook located on the CEHS website. Removal from a placement may be requested by the cooperating teacher, the building or the district administrator, or the university supervisor. The Director of Field Experiences will gather information and document efforts to correct the situation prior to making a decision on continuation.

Any student removed from the teaching assignment may appeal that decision by submitting a written request to Certification Officer within 30 days of the removal. The Certification Officer will convene an appeals committee, request pertinent information from the student, the advisor and the Director of Field Experiences, and notify the student seven business days in advance of the scheduled appeal meeting. Students are advised of their right to seek legal advice. The Committee's decision will be forwarded in writing to the student, to the Director of Field Experiences, and to the Dean of the College.

### **Application for a Nebraska Teaching Certificate**

To actively engage in the teaching profession, a candidate must fulfill both the CEHS degree requirements and the professional certification requirements of the Nebraska Department of Education. Students may apply for a Nebraska teaching certificate at [www.education.ne.gov/tcert/](http://www.education.ne.gov/tcert/) (<http://www.education.ne.gov/tcert/>).

### **Graduation Without Certification**

In rare cases, permission may be granted for a student to graduate without a recommendation for teacher certification (GWC). Any student who pursues this option must have senior class standing and be within two semesters of student teaching. In addition, the student:

- Must be unable to qualify for student teaching based on grades or other performance-based issues.
- Be removed from student teaching by the Office of Accreditation, Placement, and Licensure.
- Be unable to complete all of the professional requirements in a teacher education program because of illness or another unusual situation.

If a student is unable to meet all of the requirements as described in the "Admission to Student Teaching" section, such as minimum course grade requirements for courses in the professional education sequence or in the content area, but still earns passing grades in those courses while maintaining the grade point average minimums, then the student

may be eligible to GWC. A student should contact his or her advisor to determine eligibility and start the process, which includes the submission of a formal request to the College's Certification Officer to be allowed to graduate without completing all certification requirements. If permission is granted, the student is expected to complete all remaining content area and professional education requirements except student teaching. The requirements include passing grades in all remaining courses while maintaining the minimum grade point averages as specified in the "Admission to Student Teaching" section. The student must still meet the ACE 10 general education requirement and a plan will be part of the GWC process.

**Any student who graduates without a recommendation for certification will not be recommended for teacher certification in any state.** If, at some future time, the student wishes to complete certification requirements, (s)he must first appeal for readmission to a teacher education program. At least one semester must pass after graduation before the appeal can be made unless the GWC plan incorporates specific timelines for re-entry. Students with extenuating circumstances (student athletes, health events, etc.) who receive approval from the Certification Office during the GWC application process will not be required to wait one semester before applying for readmission. If the appeal is granted, the student will be eligible to complete all requirements in effect at the time of re-entry and must earn passing grades in all methods courses.

### **Career Center**

The CEHS Career Center, located in 105 Hezlik Hall, is staffed by Career Coaches who can help CEHS students explore opportunities, gain experiences, and tell their story to make their dream career path a reality. Career Coaches can help with resume writing, planning for graduate school, finding employment during or after degree completion, and more! The CEHS Career Center partners with University Career Services to provide campus-wide career programming as well as career fairs.

### **Criminal History Background Check Requirement**

The College of Education and Human Sciences (CEHS) has the responsibility to ensure that all students who are in placements where they interact with children of all ages, served by schools or other public or private agencies, meet a high level of personal, professional and ethical behavior. These students must complete an official criminal history background check through the CEHS vendor prior to participating in a field experience or internship. Students are responsible for the cost of any required criminal history background checks. A background check is required prior to the first practicum placement or as part of a program's application program.

Students with felony or misdemeanor charges or convictions, as reported on the background check, may be contacted by the College. Depending upon the frequency and severity of the charges and/or convictions, students may be required to meet with the Director of Field Experiences. **If any new charges or convictions are acquired after a background check has been completed, students are required to report those to the Director of Field Experiences immediately after the event occurs.** Failure to disclose any new information concerning one's criminal history can lead to removal from the program. Continued participation in school or community field experiences in the College will be based on the type and number of convictions, the recency of those occurrences, and whether they violate the requirements of the Nebraska Department of Education and/or the Nebraska Department of Health and Human Services. If the convictions are deemed to be serious in nature, a student may be prohibited from participating in a field experience in a pre-school,



school or public agency setting. The student may then be referred to the department chair for further disciplinary action.

### Professional and Ethical Behavior: Avoiding Risky Behaviors

Students planning to enter professions in education or the human sciences must be able to demonstrate that they are individuals of strong moral character who can make mature decisions for themselves and others. Therefore, the College of Education and Human Sciences requires that its students show a high degree of moral character and the ability to act in a responsible manner. Students must consider how the College, the profession, an employer, or the community perceives or evaluates the impact of any questionable behavior. Students' success in their profession is impaired by taking risks that are unacceptable for children, demonstrating a lack of professionalism and good judgment, and showing disregard for one's personal reputation or the integrity of the College.

The College of Education and Human Sciences reserves the right to evaluate student fitness for the profession and deny entry to or dismiss a student from any program if, through the reasonable exercise of the judgment of its Certification Officer or the Director of Field Experiences, the College determines that the student's behavior represents a lack of integrity, questionable moral/ethical character, or represents a risk to young persons. Such behaviors shall be adequate foundation to deny the student's participation in any practicum or field experience to protect the interests and safety of children. The consequences of unprofessional, unethical, or risky behavior will depend upon the unique circumstances involved.

### Appeal to the Dean

Should a student object to the determination made by the Certification Officer or the Director of Field Experiences with respect to criminal behavior or unprofessional behavior, the student may appeal to the Dean of the College, in writing, within ten days of the determination, requesting the Dean of the College to investigate and review the determination. The student's written appeal shall clearly explain the basis for the appeal. The Dean will review the student's basis for appeal and is authorized but not required to look into related concerns, whether or not such concerns are contained in the student's written appeal. The Dean shall render a decision on the appeal as soon as reasonably possible, but in no case longer than 20 days following the initiation of the appeal. Once the Dean has completed the review and investigation, he or she shall deliver to the student and the Certification Officer or the Director of Field Experiences a written decision, which shall be final and not subject to further appeal or review with the University of Nebraska

## Admission to a Teacher Education Program (TEP)

Admission to the College of Education and Human Sciences does not guarantee admission into a teacher education program. Admission to the advanced phases of teacher education is selective and, in some endorsements, highly competitive. Students must satisfy the following requirements in order to be eligible to apply to the Teacher Education Program:

1. Completion of at least 30 credit hours of college credit with a minimum 2.75 cumulative GPA.
2. Completion of the following courses with a grade of C+ or above:

TEAC 331	School and Society	3
Select one of the following:		4
CYAF 271 & 271L	Infancy and Infancy Laboratory	
CYAF 210 & 210L	Applied Methods of Social Emotional Development and Guidance and Applied Methods of Social Emotional Development and Guidance	
SPED 201	Introduction to Special Education	3
TEAC 297A	Professional Practicum Experiences II Elementary	1-4

3. Completion and submission of the Teacher Education Program application form and documentation of practica experiences.
4. Completion of a formal criminal history review, for CEHS, by the vendor approved by CEHS (fee required).

## College Requirements

### College Admission

Students accepted by the University must have an ACT of 20 or SAT of 950, a 3.0 cumulative high school grade point average, or rank in the upper half of their high school graduating class and have the following high school preparation to be eligible for guaranteed admission to the College of Education and Human Sciences:

- Four years of English that include intensive reading and writing experience.
- Two years of one foreign language.
- Four years of mathematics that include Algebra I, II, geometry, and one year that builds on a knowledge of algebra.
- Three years of natural sciences that include at least two years selected from biology, physics, chemistry, and earth science and one year of laboratory instruction.
- Three years of social studies that include at least one year of American and/or world history and one year of history, American government, and/or geography.

### Transfer and Readmitted Students

Transfer students from universities or colleges outside of the University of Nebraska–Lincoln and readmitted students seeking admission to the College of Education and Human Sciences must have an accumulated average of 2.0 on a 4.0 scale or above and no high school deficiencies. Students who do not meet these requirements must enroll as deciding students in the Exploratory and Pre-Professional Advising Center or in another college. Once they have completed 12 graded hours at Nebraska with a minimum 2.0 grade point average and have removed any high school deficiencies, University of Nebraska–Lincoln students may apply for admission to the College.

Transfer and readmitted students must meet the graduation requirements for the College of Education and Human Sciences as stated in the current catalog in effect at the time they enter or reenter the College.

Students who left the College on academic warning, or who were dismissed, may seek readmission to the College after two semesters by applying to the university's Admissions Office. Readmission is not assured. However, the admissions committee is receptive to giving students a second opportunity to be successful. The committee is

interested in knowing what the student has done in the intervening period that would suggest the student will be successful when readmitted. Successfully completing correspondence courses and/or community college courses is an effective way to demonstrate one's commitment to academic success.

### **Transferring from Other Colleges within the University of Nebraska–Lincoln**

Students transferring to the College of Education and Human Sciences from another University of Nebraska–Lincoln college or from the Exploratory and Pre-Professional Advising Center must have a minimum cumulative GPA of 2.0, be in good academic standing, and meet the freshman entrance requirements that exist at the time of their admission to the College of Education and Human Sciences. **Students must fulfill degree requirements that exist at the time of their admission to the college, not at the time they enter the University of Nebraska–Lincoln.**

To remain current, College of Education and Human Sciences students must enroll in, and complete, at least one university course that will apply toward degree requirements during a 12-month period. Students who readmit following an absence of one year or more must meet all requirements in the Undergraduate Catalog in effect at the time of readmission and enrollment. Students who transfer to another University of Nebraska–Lincoln college and later return to the College of Education and Human Sciences will be considered readmitted students. Students who transfer out of a teacher education program, but continue their certification program while seeking a degree in another University of Nebraska–Lincoln college, are exempt from this policy.

### **International Students**

The College of Education and Human Sciences welcomes undergraduate international students. As a part of admission to the College, international students must present a TOEFL score of 550 or higher and TSE score of 230 or higher.

Students seeking teacher education and state certification must meet the same requirements as any other undergraduate students. Students who have received a degree outside of the United States and are interested in teacher certification are required to have a transcript review completed by an approved agency not directly associated with the University of Nebraska. For more information, please contact the Student Services Center.

### **Removal of Deficiencies**

Students admitted to the University with core deficiencies are expected to remove those deficiencies in a timely manner. Students with deficiencies are not eligible for graduation. The courses that students use to clear core deficiencies may also be used to meet ACE requirements or other graduation requirements. The Dean of the College of Education and Human Sciences will make the final decision concerning any problems or questions that may arise in satisfying requirements to remove deficiencies.

## **College Degree Requirements**

### **Grade Rules**

#### **Minimum Grade Requirements**

Grade requirements vary from major to major. Please see the appropriate major listing or check with your advisor regarding minimum grade requirements.

### **Pass/No Pass Option**

CEHS students are allowed to take up to 12 hours of Pass/No Pass (P/N) credit. The college departments vary on P/N policies. Students should check with their advisor to be certain they qualify for the Pass/No Pass option.

### **Grade Appeals**

Any student enrolled in a course in the College of Education and Human Sciences who wishes to appeal alleged unfair and prejudicial treatment by a faculty member shall present their appeal in writing to the Dean's Office no later than 30 days after notice of the student's final course grade has been mailed from campus.

Students may use and are encouraged to use the following sequential procedures to appeal the grade. The problem may be solved at any of the levels of the appeal procedure.

1. Contact the instructor. Frequently, the problems can be solved at this point.
2. Submit a request to the chair of the department.
3. Take the case to the departmental Grading Appeals Committee. The Committee is contacted by the department chair.
4. Take the case to the College Appeals, Retention and Certification Committee by contacting the Dean's Office.

The complaint will be forwarded to a committee consisting of faculty and student representatives. After a hearing, the Committee will make a written recommendation regarding the appeal. The Committee's recommendation is binding on the appealing student and faculty member.

### **Transfer Credit Rules**

#### **Acceptance of Transfer Grades**

- Grades earned at the University of Nebraska–Lincoln, UNO, UNK
- Grades of D-, D, D+, and C- satisfy requirements in all programs in the College unless specified otherwise. Students who receive a grade of D-, D, D+, C-, however, are encouraged to retake the course.
- Grades earned outside the University of Nebraska system

The college will accept no more than 9 credit hours of grades less than a C from any program outside the University of Nebraska system. Grades below a C can only be applied to general education requirements and elective classes.

#### **Maximum Number of Hours for Transfer**

Transfer courses are evaluated by the University and by the College to determine University of Nebraska–Lincoln and College course equivalencies. The College determines which courses will be accepted and how they will apply toward degree requirements. Sixty (60) is the maximum number of hours that will be accepted on transfer from a two-year college. Ninety (90) is the maximum number of hours that will be accepted on transfer from accredited four-year colleges and universities.

Courses taken 10 years before admission or readmission to the College will be evaluated by the major department to determine if it is appropriate to accept those courses for transfer credit and for application to degree requirements. Specific courses will be reviewed in keeping with the guidelines specified by each department.



### **Transfer Credit from Technical, Non-Accredited and Foreign Institutions**

Students who desire to transfer from these institutions must have each course evaluated by the appropriate departmental representative. All rules stated above in reference to grades and maximum credit hours apply. For additional information and guidance in this process, contact the Dean's Office.

### **Transfer Agreements with UNO and UNK**

Transfer agreements between the three institutions within the University System allow for a smooth transition for students interested in taking courses from UNO, UNK, and/or the University of Nebraska–Lincoln. Although restrictions noted above on grades and maximum transfer hours still apply, there are some exceptions. For purposes of residency, courses from UNO and UNK fulfill these requirements. Students planning to major in a program in the college should read the specific requirements noted with individual programs. Questions about academic transfer should be addressed to the Advising Office.

### **Transfer Agreements with Community Colleges**

Articulation agreements and "Transfer with Ease Programs" with Nebraska community colleges indicate how courses and programs will transfer to the University of Nebraska–Lincoln and the College of Education and Human Sciences. The same guidelines noted above on the acceptance of courses, grades, and hours also apply to these institutions. Students interested in transferring from a community college should consult with their school or the Student Services Center to determine which courses will transfer to fulfill specific College of Education and Human Sciences requirements.

Courses from accredited two-year institutions will generally not be substituted for 400-level human sciences classes in the College. The 300-level courses will be considered on an individual basis by the respective departments in the College of Education and Human Sciences.

Courses taken prior to course articulation agreements will be accepted contingent upon departmental validation of the credit.

### **Residency Rules**

Students must earn a minimum of 120 credit hours to earn a degree.

All students are expected to complete at least 30 of their final 36 hours of credit at the University of Nebraska-Lincoln, University of Nebraska Omaha, or University of Nebraska at Kearney.

### **Degree Application Process**

#### **Graduation Requirements**

Students are expected to develop a clear understanding of degree requirements and to plan their course of study with a College advisor. Students requiring clarification of outstanding degree requirements should visit with a College advisor promptly.

Students should access their Degree Audit via MyRED at least once each term to review degree requirements and progress toward graduation. It is the student's responsibility to make sure their Degree Audit accurately reflects their current College and program of study.

Students who believe their Degree Audit has errors or omissions should visit with a College advisor promptly. It is important that you resolve these matters as soon as practicable to avoid a delay in graduation.

Each student with MyRED access must submit an online Application for Graduation via MyRED for each degree to be received by:

- The fourth Friday in January for May graduation
- The second Friday in June for August graduation
- The second Friday in September for December graduation

Students submitting an electronic Application for Graduation via MyRED will be billed a \$25.00 per degree fee on their student account. Students without MyRED access may apply for graduation **in person at Husker Hub in the Canfield Administration Building**, or by mail. Applications for graduation submitted in person or by mail must be accompanied by a check or money order in the amount of \$25.00 payable to the University of Nebraska–Lincoln. Failure to submit a timely Application for Graduation may preclude the awarding of a degree in the intended term.

Your Application for Graduation and required \$25.00 fee are good only for the term marked on your application. Neither your application nor your fee are transferrable to another term. If you submit an Application for Graduation and pay the \$25.00 fee for a specified term but do not complete your degree requirements in that term, you will need to reapply to graduate in a future term and incur another \$25.00 fee.

Commencement ceremony information will be emailed to all degree applicants approximately one month before graduation. Each student who has applied for graduation must submit an online Commencement Attendance Form via MyRED, which will be available when the informational email is distributed.

Only those students who have applied for graduation, had the application accepted, and fulfilled all degree requirements as of the last day of the academic term may participate in the commencement ceremony for that term. Because the University of Nebraska–Lincoln has a commencement for each term, ceremony participation is allowed only in the term during which the student has properly and timely applied for graduation and fulfilled degree requirements.

### **Catalog Rule**

Students are responsible for following the rules, policies, and requirements found in the University of Nebraska–Lincoln Undergraduate Catalog for the academic year in which they were last admitted to a program in the College of Education and Human Sciences. Students must complete all program requirements from a single catalog year. In consultation with their advisor, a student may choose to move to and follow a subsequent catalog if it is in their best interest.

### **Learning Outcomes**

Graduates of inclusive early childhood education will be able to:

1. Create environments that are healthy, respectful, supportive, meaningful, and challenging for all children.
2. Value the important and complex characteristics of children's families and communities.
3. Use systematic observations, documentation, and other effective assessment strategies in partnership with families, staff, and other professionals to positively influence the development of every child.
4. Use supportive interactions when working with young children and families.
5. Design, implement, and evaluate classroom activities that promote positive development and learning for all children by selecting, adapting, and using a repertoire of evidence-based instructional strategies.

6. Respect and abide by the ethical and professional standards required for certification in teaching young children.

## Endorsement Requirements

### ACE Requirements

<b>ACE 1</b>		
Select one of the following:		3
ENGL 150	Writing and Inquiry	
ENGL 151	Writing for Change	
ENGL 254	Writing and Communities	
<b>ACE 2</b>		
TEAC 259	Instructional Technology (Pre-Professional Requirement) <sup>1</sup>	3
<b>ACE 3</b>		
MATH 203	Contemporary Mathematics (Supporting Courses)	3
or STAT 218	Introduction to Statistics	
<b>ACE 4</b>		
Select one of the following: (Students must take a course with a lab)		3-4
ANTH 242 & 242L	Introduction to Biological Anthropology and Introduction to Biological Anthropology Laboratory	
BIOS 101 & 101L	General Biology and General Biology Laboratory	
CHEM 105A & CHEM 105L	Chemistry in Context I and Chemistry in Context I Laboratory	
CHEM 109A & CHEM 109L	General Chemistry I and General Chemistry I Laboratory	
ENTO 115 / BIOS 115 & ENTO 116 / BIOS 116	Insect Biology and Insect Identification	
GEOL 101	Dynamic Earth	
METR 100	Weather and Climate	
NRES 108		
<b>ACE 5</b>		
Select one of the following:		3
ENGL 230A	Shakespeare	
ENGL 231	British Literature: Romanticism Through Modernists	
ENGL 260	American Literature before 1865	
ENGL 261	American Literature since 1865	
ENGL 305A	The Birth of the Novel	
<b>ACE 6</b>		
CYAF 160	Human Development and the Family (Pre-Professional Requirement) <sup>1,3</sup>	3
<b>ACE 7</b>		3
<b>ACE 8</b>		
TEAC 331	School and Society (Pre-Professional Requirement) <sup>1,3</sup>	3
<b>ACE 9</b>		
TEAC 330 / ETHN 330	Multicultural Education (Pre-Professional Requirement) <sup>1</sup>	3
<b>ACE 10</b>		

TEAC 403A	Student Teaching Capstone Seminar (Student Teaching Requirement) <sup>2</sup>	3
Credit Hours Subtotal:		31
<b>Pre-Professional Education Requirements<sup>1</sup></b>		
CYAF 160	Human Development and the Family <sup>3</sup>	3
CYAF 210 & 210L	Applied Methods of Social Emotional Development and Guidance and Applied Methods of Social Emotional Development and Guidance	3
CYAF 271 & 271L	Infancy and Infancy Laboratory	4
NUTR 100	Healthy Living	3
TEAC 259	Instructional Technology	3
TEAC 297A	Professional Practicum Experiences II Elementary (Pass/No Pass only)	2
TEAC 330	Multicultural Education	3
TEAC 331	School and Society <sup>3</sup>	3
Credit Hours Subtotal:		12
<b>Professional Education Requirements<sup>2</sup></b>		
<i>Early Childhood Content<sup>4</sup></i>		
CYAF 380	Working with Families in Communities and Schools	3
CYAF 474	Assessing Young Children and Their Environments to Enhance Development	3
CYAF 371 & 371L	Methods of Working with Infants in Programs and Communities and Working with Infants in Programs & Communities Practicum	3
CYAF 374 & 374L	Curriculum Planning in Early Childhood Education and Curriculum Planning in Early Childhood Education Laboratory	4
CYAF 308	Emphasizing Children's Creative Expression in Early Childhood Education	3
or TEAC 305	The Arts in the Elementary School Curriculum	
CYAF 383	Literacy Methods for Young Children	2
<i>Elementary Content<sup>4</sup></i>		
MATH 300	Mathematics Matters	3
or CYAF 402	Mathematical Content Knowledge for Teachers of Young Children	
CYAF 316A	Inclusive Early Childhood Education Literacy Methods (K-3)	3
CYAF 316B	Inclusive Early Childhood Education Methods (K-3) Unit Studies - Science and Social Studies	3
CYAF 316D	Inclusive Early Childhood Education Mathematics Methods for Young Children	3
CYAF 397D	Inclusive Early Childhood Education Primary Practicum (Unified/Inclusive PreK-3)	3
<i>Special Education Content<sup>4</sup></i>		
SPED 201	Introduction to Special Education	3
SPED 362 & SPED 397	Early Childhood Special Education and Professional Practicum Experience III	4



SPED 415 & 415A	Reading and Writing Disabilities: Elementary Students and Practicum in Reading and Writing Disabilities-Elementary	4
SPED 418	Behavior Management	3
SPED 461	Infants with Disabilities and Home Visiting	3
Credit Hours Subtotal:		50
<b>Student Teaching Requirements</b>		
CYAF 497A	Student Teaching in Early Childhood Education: Preschool	12
TEAC 403A	Student Teaching Capstone Seminar <sup>2</sup>	3
TEAC 497A	Student Teaching Elementary (K-6)	5
SPED 497	Student Teaching	5
Credit Hours Subtotal:		22
<b>Electives</b>		
Select a minimum of 5 hours of electives		5
Suggested elective courses: CYAF 270, CYAF 270L, CYAF 384, TEAC 302, SPED 312, SPED 414		
Credit Hours Subtotal:		5
<b>Total Credit Hours</b>		<b>120</b>

<sup>1</sup> No grade lower than C.

<sup>2</sup> No grade lower than C+ unless offered P/NP only.

<sup>3</sup> A minimum C grade and combined GPA of 2.5 is required in these classes

<sup>4</sup> A combined GPA of 2.5 is required in these classes

## ACE Requirements

All UNL students will be required to complete a minimum of 3 hours of approved coursework in each of the 10 designated Achievement-Centered Education (ACE) student learning outcome areas. These can be viewed at <http://ace.unl.edu>. Students will be provided a list of classes they can select from to meet each of the 10 ACE Student Learning Outcomes (SLO). There may be required courses within an education option program that will also satisfy ACE requirements. Therefore, it is highly recommended that students contact their advisor prior to registering for ACE classes in order to ensure that each of the class selections are in the best interest of the students' academic program.

## Additional Requirements

### Grade Rules

#### C- and D Grades

All pre-professional education requirements must be a C or above. All content courses must be a C+ or above.

#### Grade Requirements in Education Programs

Requirements for completion of an undergraduate degree in a teacher preparation program include a minimum cumulative grade point average (GPA) of 2.75. Students seeking certification must also have a 2.5 GPA in their endorsement and education courses with no grade lower than C in their pre-professional courses and no grade lower than C+ in their professional education courses.

#### Transfer Grades

Up to 9 hours of transfer credit with grades below C may be applied to the General Education requirements and elective classes in programs leading to the undergraduate degree in teacher preparation. Transfer grades of C-

and D may not be used in the major/endorsement area courses or in the professional courses in teacher preparation programs.

### Pass/No Pass Grade Option—for Education Students

A student enrolled at the University may, in certain instances, take a grading option of Pass/No Pass (P/N) for a specific course. A grade of Pass represents satisfactory completion of a course with a grade of C or better. Credits earned under the Pass grade option count toward graduation, but no grade points are tabulated in the cumulative grade point average. Likewise, a grade of No Pass is not tabulated in the grade point average. The following rules apply to students who are enrolled in teacher preparation programs who choose the Pass/No Pass option:

1. Only one course in each subject endorsement may be taken P/N; two courses in a field endorsement may be taken P/N.
2. Pre-professional and professional education classes may not be taken P/N unless a class already has a P/N designation.
3. Any course in the general education requirements unless otherwise stipulated by the department of the course may be taken P/N.
4. Total P/N credits may not exceed 12 credit hours. This limit does not include courses offered on a P/N only basis.

Students who are admitted through the Admission by Review process with core course deficiencies will have certain conditions attached to their enrollment at the University of Nebraska–Lincoln.

### Beyond Classroom Grades

In all fields of study, students are expected to attain certain grades and other academic accomplishments in the classroom. In addition to this, students preparing themselves to be teachers, counselors and for other careers in education, are also reviewed to evaluate their ability to successfully and safely interact with children, parents, potential educational employers, and the community-at-large, whose interest in the education of its children often exceeds its concern for other community and governmental services.

#### CYAF 150 Life Skills For Success

**Prerequisites:** Open to freshmen and sophomores only

**Notes:** Letter Grade only

**Description:** Ecological Systems Theory (EST) as a foundation to understanding the complex college environment and how basic life skills can be used to achieve success in college. How to apply EST to the following challenges: study skills and time management; awareness of diversity of thought and action; leadership; community service and social responsibility; money management; coping with stress; developing health social relationships; and career exploration.

**Credit Hours:** 3

**Max credits per semester:** 3

**Max credits per degree:** 3

**Grading Option:** Graded

**ACE:** ACE 8 Civic/Ethics/Stewardship

**CYAF 160 Human Development and the Family**

**Description:** Developmental life cycle approach to the study of the individual from conception to death. Each stage of life studied from the perspective of how individual development is fostered within the family system.

**Credit Hours:** 3

**Max credits per semester:** 3

**Max credits per degree:** 3

**Grading Option:** Graded with Option

**Prerequisite for:** CYAF 374; CYAF 374L; CYAF 382; EDPS 362; EDPS 386; EDPS 457

**ACE:** ACE 6 Social Science

**CYAF 160H Honors: Human Development and the Family**

**Prerequisites:** Good standing in the University Honors Program or by invitation. Credit toward the degree cannot be earned in both CYAF 160 and CYAF 160H.

**Description:** For course description, see CYAF 160.

**Credit Hours:** 3

**Max credits per semester:** 3

**Max credits per degree:** 3

**Grading Option:** Graded

**Prerequisite for:** CYAF 374; CYAF 374L; EDPS 362; EDPS 386

**ACE:** ACE 6 Social Science

**CYAF 203 ECEMS: Child Development, Birth to 3**

**Prerequisites:** Admission to ECEMS program

**Description:** Child development from birth to age three. Growth patterns, the influences of disabilities and risk factors, environmental factors and their effects on attachment styles, language acquisition, brain development, cognitive development, social-emotional development, and perceptual and sensory motor skills.

**Credit Hours:** 3

**Max credits per semester:** 3

**Max credits per degree:** 3

**Grading Option:** Graded

**Prerequisite for:** CYAF 301; CYAF 302; CYAF 303; CYAF 304; CYAF 307

**CYAF 204 ECEMS - Child Development, 3 to 8**

**Prerequisites:** Admission to ECEMS Program

**Description:** Physical, cognitive, social/emotional and personality growth and development during early childhood. Major theories of development and current research and ideas in conjunction with historical approaches to examining growth and development in ages 3-8.

**Credit Hours:** 3

**Max credits per semester:** 3

**Max credits per degree:** 3

**Grading Option:** Graded

**Prerequisite for:** CYAF 301; CYAF 302; CYAF 303; CYAF 304; CYAF 307

**CYAF 205 ECEMS - Child Guidance and Classroom Environments**

**Prerequisites:** Admission to ECEMS Program

**Description:** Knowledge of developmentally appropriate practice in child guidance. Review of current guidance methods and programs in order to become familiar with successful guidance techniques. Develop student's own approach to guidance based upon practices best suited to their own unique skills and strengths.

**Credit Hours:** 3

**Max credits per semester:** 3

**Max credits per degree:** 3

**Grading Option:** Graded

**CYAF 210 Applied Methods of Social Emotional Development and Guidance**

**Prerequisites:** Parallel CYAF 210L

**Notes:** For people interested in working with children in schools, child care programs, and in social service agencies.

**Description:** An overview of the components of social competence and what influences its development. Common social difficulties experienced by children and enhancing children's social competence.

**Credit Hours:** 2

**Max credits per semester:** 2

**Max credits per degree:** 2

**Grading Option:** Graded

**Prerequisite for:** CYAF 374; CYAF 374L

**CYAF 210L Applied Methods of Social Emotional Development and Guidance**

**Prerequisites:** Parallel CYAF 210

**Notes:** For students to improve their ability to interact effectively with young children. Provides a bridge between theory and practice. Pass/No Pass only.

**Description:** Practice and demonstrate behaviors and skills related to sound child development theory and/or research and best practices under the guidance of early childhood professionals.

**Credit Hours:** 1

**Max credits per semester:** 1

**Max credits per degree:** 1

**Grading Option:** Pass No Pass

**Prerequisite for:** CYAF 374; CYAF 374L

**Experiential Learning:** Student Teaching/Education Practicum

**CYAF 222 Introduction to Family Finance**

**Notes:** Not open to students with credit in FINA 260 or equivalent.

**Description:** Individual and family financial planning. Emphasis on financial planning for families in the early life cycle. Application of credit, insurance, savings, investments, taxes, and estate planning information to individual and family needs.

**Credit Hours:** 3

**Max credits per semester:** 3

**Max credits per degree:** 3

**Grading Option:** Graded with Option

**CYAF 270 Development of the Preschool Child**

**Prerequisites:** Parallel CYAF 270L

**Description:** Growth and behavior related to the preschool years, ages two through five.

**Credit Hours:** 2

**Max credits per semester:** 2

**Max credits per degree:** 2

**Grading Option:** Graded with Option

**Prerequisite for:** CYAF 374; CYAF 374L; CYAF 497A; CYAF 497K

**CYAF 270L Development of the Preschool Child-Laboratory**

**Prerequisites:** Parallel CYAF 270

**Description:** Observation of and participation in the care and guidance of preschool children.

**Credit Hours:** 1

**Max credits per semester:** 1

**Max credits per degree:** 1

**Grading Option:** Pass No Pass

**Prerequisite for:** CYAF 374; CYAF 374L; CYAF 497A; CYAF 497K

**Course and Laboratory Fee:** \$15

**Experiential Learning:** Student Teaching/Education Practicum

**CYAF 271 Infancy****Prerequisites:** Parallel CYAF 271L**Description:** Human growth and behavior from conception to three years of age from a holistic and ecological perspective including application of knowledge to the care and education of infants and toddlers.**Credit Hours:** 3**Max credits per semester:** 3**Max credits per degree:** 3**Grading Option:** Graded with Option**Prerequisite for:** CYAF 371; CYAF 371L; SPED 861, SPED 461**CYAF 271L Infancy Laboratory****Prerequisites:** Parallel CYAF 271**Notes:** Pass/No Pass only**Description:** Human growth and behavior from conception to three years of age.**Credit Hours:** 1**Max credits per semester:** 1**Max credits per degree:** 1**Grading Option:** Pass No Pass**Prerequisite for:** CYAF 371; CYAF 371L**Experiential Learning:** Student Teaching/Education Practicum**CYAF 280 Family Science****Description:** Introduction to research and theory on family relationships and to careers working with children and families. Family systems and how they are affected by healthy and unhealthy processes. How ethnicity, gender and social class influences family living.**Credit Hours:** 3**Max credits per semester:** 3**Max credits per degree:** 3**Grading Option:** Graded with Option**Prerequisite for:** CYAF 382**ACE:** ACE 6 Social Science**CYAF 285 Dating and Couple Relationships****Description:** The complexities of dating and diverse couple relationships from both developmental and family systems perspectives. Research on the formation, dissolution, and maintenance of relationships. Promotion of healthy communication and inter-actional patterns. The influence of family of origin, dynamics, culture, gender, and life cycle transitions.**Credit Hours:** 3**Max credits per semester:** 3**Max credits per degree:** 3**Grading Option:** Graded with Option**CYAF 297J Professional Practicum Experience I****Prerequisites:** Admission to the FCS Education program**Notes:** Must take CYAF 297J (1 cr) with CYAF 451/851. CYAF 297J is 'Letter grade only'.**Description:** Guided observations in schools offering programs for FCS Education**Credit Hours:** 1-4**Min credits per semester:** 1**Max credits per semester:** 4**Max credits per degree:** 12**Grading Option:** Graded**Experiential Learning:** Student Teaching/Education Practicum**CYAF 301 ECEMS-Assessing Young Children and their Environments to Enhance Development****Prerequisites:** CYAF 203, CYAF 204, and CYAF 306**Description:** Select, evaluate, and use appropriate assessment tools for children birth to age 8. Use assessment data to inform decisions about teaching (environments and practice) and intervention. Ethical use of assessments, validity of assessments, multicultural sensitivity, and assessments for children with special needs.**Credit Hours:** 3**Max credits per semester:** 3**Max credits per degree:** 3**Grading Option:** Graded**CYAF 302 ECEMS - Development of Curriculum for Children ages Birth to 3****Prerequisites:** CYAF 203, CYAF 204, and CYAF 306**Description:** Learn and use assessment and documentation to inform curriculum, plan and evaluate developmentally appropriate activities, and learn about effective ways to share curriculum information with families. Addresses all areas of developmental domains and content areas. Issues related to diversity in family composition, culture, and individual abilities for children ages Birth to 3.**Credit Hours:** 3**Max credits per semester:** 3**Max credits per degree:** 3**Grading Option:** Graded**CYAF 303 ECEMS - Development of Curriculum for Children ages 4 to 8****Prerequisites:** CYAF 203, CYAF 204, CYAF 306, and CYAF 307**Description:** Learn and use assessment and documentation to inform curriculum, plan and evaluate developmentally appropriate activities, and learn about effective ways to share curriculum information with families. Addresses all areas of developmental domains and content areas. Issues related to diversity in family composition, culture, and individual abilities for children ages 4 to 8.**Credit Hours:** 3**Max credits per semester:** 3**Max credits per degree:** 3**Grading Option:** Graded**CYAF 304 ECEMS - Understanding and Adapting for Developmental Differences****Prerequisites:** CYAF 203, CYAF 204, and CYAF 306**Description:** Disability conditions, assessment and identification, interventions in inclusive environments, and collaborations among service providers.**Credit Hours:** 3**Max credits per semester:** 3**Max credits per degree:** 3**Grading Option:** Graded**CYAF 306 ECEMS: Introduction to Early Childhood Education****Prerequisites:** Admission to ECEMS Program**Description:** Role of a professional as a teacher, administrator, or advocate in early childhood programming. Professionalism and ethics, identifying child abuse and applying universal precautions. Discuss qualities of the early childhood educator role, program models, and working with children and professional colleagues.**Credit Hours:** 3**Max credits per semester:** 3**Max credits per degree:** 3**Grading Option:** Graded**Prerequisite for:** CYAF 301; CYAF 302; CYAF 303; CYAF 304; CYAF 307

**CYAF 307 ECEMS: Practicum Experiences with Young Children****Prerequisites:** CYAF 306, CYAF 203 or CYAF 204**Description:** Opportunity for Early Childhood Education (ECE) teacher educators to have a guided learning experience in a professional agency that provides services to children and families. Learning experiences and projects at practicum site will provide teacher educators with the opportunity to use and implement theories and practices learned in other ECE classes.**Credit Hours:** 3**Max credits per semester:** 3**Max credits per degree:** 3**Grading Option:** Graded**Prerequisite for:** CYAF 303**Experiential Learning:** Student Teaching/Education Practicum**CYAF 308 Emphasizing Children's Creative Expression in Early Childhood Education****Description:** Provides foundational knowledge and skills in visual art, music, drama, media, and dance and practical experiences for prospective teachers to explore how these art forms can be integrated into the early childhood (Birth-Grade 3) curriculum. Opportunities to participate in activities and environments that develop their appreciation for these art forms and consider how creative art forms can enrich early educational contexts, both inside and out of the classroom.**Credit Hours:** 3**Max credits per semester:** 3**Max credits per degree:** 3**Grading Option:** Graded**CYAF 316A Inclusive Early Childhood Education Literacy Methods (K-3)****Description:** Concentrates on language and literacy acquisition in young children, instructional strategies, curriculum tools, and assessment practices in components of the language arts - reading, writing, listening, speaking. Emphasizes literature analyses and the natural integration of literacy across the curriculum.**Credit Hours:** 3**Max credits per semester:** 3**Max credits per degree:** 3**Grading Option:** Graded with Option**CYAF 316B Inclusive Early Childhood Education Methods (K-3) Unit Studies - Science and Social Studies****Description:** Concentrates on developmentally appropriate science and social studies activities in the primary grades, culturally-sustaining and inclusive instructional strategies, standards analyses, exploring content within community spaces, and also emphasizes integrating science and social studies across the curriculum.**Credit Hours:** 3**Max credits per semester:** 3**Max credits per degree:** 3**Grading Option:** Graded with Option**CYAF 316D Inclusive Early Childhood Education Mathematics Methods for Young Children****Prerequisites:** Parallel with CYAF 402**Description:** Develop the pedagogical content knowledge (PCK) of future teachers in the early childhood setting. Examine challenges faced when planning or implementing lessons that address the needs of all children, and explore strategies to combat inequities in the classroom.**Credit Hours:** 3**Max credits per semester:** 3**Max credits per degree:** 3**Grading Option:** Graded with Option**CYAF 333 Families in the Economy****Description:** The determinants of economic well-being of individuals and families over time. The consequences of family economic well-being for family functioning and outcomes. Family economics theories and concepts. How families develop, acquire, maintain, and conserve scarce resources to attain desired standards of living.**Credit Hours:** 3**Max credits per semester:** 3**Max credits per degree:** 3**Grading Option:** Graded with Option**CYAF 371 Methods of Working with Infants in Programs and Communities****Prerequisites:** CYAF 271 and CYAF 271L with grades of 'C' or better.**Notes:** CYAF 371 and CYAF 371L must be taken together.**Description:** Introduce students to methods used in infant-toddler programs, including center-based, home-based, and family-support models. Delivered in hybrid format with most course material online supplemented by brief in-person class meetings. Examination of program models and frameworks, curricula, training programs and methods of assessment used in infant-toddler programs.**Credit Hours:** 2**Max credits per semester:** 2**Max credits per degree:** 2**Grading Option:** Graded**CYAF 371L Working with Infants in Programs & Communities Practicum****Prerequisites:** CYAF 271 and CYAF 271L with a grade of C or above.**Notes:** CYAF 371 and CYAF 371L must be taken together. Pass/No Pass only.**Description:** Course will feature 9 hours of practicum shadowing experiences in 3 different types of infant-toddler programs in the first half of the semester and 21 hours of weekly practicum in one of the settings for a more in-depth experience during the second half of the semester. Emphasis will be on skills needed for Nebraska Early Childhood Endowment programs and on Nebraska Early Learning Guidelines but examination of programs from other states and international efforts will also be included in course materials.**Credit Hours:** 1**Max credits per semester:** 1**Max credits per degree:** 1**Grading Option:** Pass No Pass**Experiential Learning:** Student Teaching/Education Practicum**CYAF 374 Curriculum Planning in Early Childhood Education****Prerequisites:** CYAF 160 or 160H, and CYAF 270/270L or CYAF 210/210L; parallel with CYAF 374L.**Description:** Best practices in early childhood education and the teacher's role in facilitating childhood learning through planning, implementing, sequencing, documenting, and evaluating early childhood instruction.**Credit Hours:** 3**Max credits per semester:** 3**Max credits per degree:** 3**Grading Option:** Graded with Option**Prerequisite for:** CYAF 497A; CYAF 497K; SPED 362

**CYAF 374L Curriculum Planning in Early Childhood Education Laboratory**

**Prerequisites:** CYAF 160 or 160H, and CYAF 270/CYAF 270L or CYAF 210/ CYAF 210L; parallel CYAF 374L.

**Description:** Planning, implementing, and evaluating developmentally appropriate activities for young children in a supervised early childhood laboratory setting.

**Credit Hours:** 1

**Max credits per semester:** 1

**Max credits per degree:** 1

**Grading Option:** Pass No Pass

**Prerequisite for:** CYAF 497A; CYAF 497K

**Course and Laboratory Fee:** \$10

**Experiential Learning:** Student Teaching/Education Practicum

**CYAF 380 Working with Families in Communities and Schools**

**Prerequisites:** Sophomore Standing

**Description:** The theoretical foundations for working with families in the community and school. Professional interaction skills needed to establish sound working relationships with families. Ethical guidelines for professional interactions with families to facilitate appropriate application of principles to the diversity of professions working with families.

**Credit Hours:** 3

**Max credits per semester:** 3

**Max credits per degree:** 3

**Grading Option:** Graded with Option

**Prerequisite for:** CYAF 382

**ACE:** ACE 6 Social Science

**CYAF 382 Working with Parents**

**Prerequisites:** CYAF 160 or equivalent, and CYAF 280 or 380

**Description:** Introduction to principles of parenting within multiple contexts including developmental, structural, and cultural perspectives. Evaluation of parenting concerns and relationships as they apply to working with families. Content will cover parenting philosophies as well as a central focus on programs and practices related to parent education. There will be a strong emphasis on the links between theory, research, and application.

**Credit Hours:** 3

**Max credits per semester:** 3

**Max credits per degree:** 3

**Grading Option:** Graded with Option

**Experiential Learning:** Case/Project-Based Learning

**CYAF 383 Literacy Methods for Young Children**

**Description:** Theoretical and research bases in readings, facilitated class discussions, and practical assignments to develop understanding of emergent language and literacy skills and skill development in children from birth to five. Focus on understanding developmental trajectories of critical early language and literacy skills as well as common benchmarks for transitioning to kindergarten.

**Credit Hours:** 2

**Max credits per semester:** 2

**Max credits per degree:** 2

**Grading Option:** Graded

**CYAF 384 Math, Science & Nature Integrated Methods Birth - Kindergarten:World of Wonder**

**Description:** The development and learning of children from birth through Kindergarten in the domains of math, science, and nature. The developmentally appropriate methods for supporting children's development in these domains.

**Credit Hours:** 3

**Max credits per semester:** 3

**Max credits per degree:** 3

**Grading Option:** Graded

**CYAF 396 Independent Study in Child, Youth and Family Studies**

**Prerequisites:** By Permission

**Notes:** Requires a completed contract form before registering.

**Description:** Individual problems and readings in current literature.

**Credit Hours:** 1-6

**Min credits per semester:** 1

**Max credits per semester:** 6

**Max credits per degree:** 6

**Grading Option:** Graded with Option

**Experiential Learning:** Research

**CYAF 396H Honors: Independent Study in Child, Youth and Family Studies**

**Prerequisites:** Good standing in the University Honors Program or by invitation; 12 hrs CYAF or closely related areas; and permission. Credit toward the degree cannot be earned in both CYAF 396 and CYAF 396H.

**Notes:** Letter Grade Only. Requires a completed contract form before registering.

**Description:** Individual problems and readings in current literature under the direction of a faculty member in the department.

**Credit Hours:** 1-6

**Min credits per semester:** 1

**Max credits per semester:** 6

**Max credits per degree:** 6

**Grading Option:** Graded

**Experiential Learning:** Research

**CYAF 397D Inclusive Early Childhood Education Primary Practicum (Unified/Inclusive PreK-3)**

**Notes:** Includes two full-day visits and is designed to foster opportunities to apply the principles and methods materials learned within a school-age (PreK - Grade 3) setting.

**Description:** Provides an opportunity to learn about the role of cooperating teacher(s) within various components of the profession such as effective planning strategies, active experiences that promote content learning and children's development, intervention plans/strategies, assessment, family collaboration, and curriculum analyses.

**Credit Hours:** 1-10

**Min credits per semester:** 1

**Max credits per semester:** 10

**Max credits per degree:** 10

**Grading Option:** Graded with Option

**Experiential Learning:** Student Teaching/Education Practicum

**CYAF 397J Professional Practicum Experience II****Prerequisites:** Admission to the FCS education program**Notes:** Must take CYAF 397J (1 cr) with CYAF 452/852. Letter grade only.**Description:** Guided observations and/or clinical experiences in schools and/or agencies offering programs for children, youth, and families.**Credit Hours:** 1-10**Min credits per semester:** 1**Max credits per semester:** 10**Max credits per degree:** 10**Grading Option:** Graded**Experiential Learning:** Student Teaching/Education Practicum**CYAF 402 Mathematical Content Knowledge for Teachers of Young Children****Crosslisted with:** CYAF 802**Notes:** Parallel with TEAC 416D**Description:** Develop key mathematical content knowledge necessary for early childhood professionals through explorations of the five content strands in mathematics: number and operations, algebraic reasoning, measurement, geometry, data analysis probability. Develop logical reasoning and skills. Become effective communicators of mathematical content.**Credit Hours:** 3**Max credits per semester:** 3**Max credits per degree:** 3**Grading Option:** Graded**CYAF 403 Student Teaching Seminar in Family and Consumer Sciences****Prerequisites:** Permission**Description:** Analysis of school programs with attention to: teacher certification in Family and Consumer Sciences; teacher and student rights and responsibilities; proper conduct of teachers; selected legal aspects of education; methods of communicating with parents and community members; current issues which impact education; and reflection and discussion of student teaching experiences. Reinforcement of learning theories, teaching principles, management, and best practices.**Credit Hours:** 3**Max credits per semester:** 3**Max credits per degree:** 3**Grading Option:** Graded with Option**ACE:** ACE 10 Integrated Product**CYAF 404 Teaching Clothing in Middle & Secondary Schools****Crosslisted with:** CYAF 804**Description:** Preparation to teach basic construction skills, understand technology, fabrics, and the uses and applications of textiles within the home, business and industry. Curriculum within the clothing and textiles classes in middle and high school FCS classes should incorporate intellectual and critical thinking skills along with the traditional technical subject matter taught in the past.**Credit Hours:** 3**Max credits per semester:** 3**Max credits per degree:** 3**Grading Option:** Graded**CYAF 405 ECEMS - Administration and Supervision in Early Childhood Settings****Description:** Exploration of issues surrounding the administration of early childhood programs including identification of community needs, analysis of business opportunities, the evaluation and appropriate use of space and quality programming, consideration of policy and legal responsibilities, and professionalism in the field. Explores best practices in staff selection, training, coaching, and supervision.**Credit Hours:** 3**Max credits per semester:** 3**Max credits per degree:** 3**Grading Option:** Graded**CYAF 406 ECEMS - Diversity in the Lives of Young Children and Families****Prerequisites:** Admission to the ECEMS Program**Description:** Explore cultural diversity in daily life and beliefs in families with young children. The focus is on U.S. families, with attention to the multiple cultures from which they come.**Credit Hours:** 3**Max credits per semester:** 3**Max credits per degree:** 3**Grading Option:** Graded**CYAF 407 ECEMS - Health, Safety, and Nutrition****Prerequisites:** Admission to ECEMS program.**Description:** Important elements for planning, promoting, and maintaining healthy and safe learning/care environments; understanding childhood illnesses and establishing healthy lifestyles; performing first aid; and maintaining care providers' health. Information about maintaining safe relationships with others, including identifying and reporting abuse, neglect, and exploitation of children. Exploration of nutrients for life, feeding, food preparation and safety policies and guidelines, food allergies and intolerances, and appropriate feeding practices.**Credit Hours:** 3**Max credits per semester:** 3**Max credits per degree:** 3**Grading Option:** Graded**CYAF 408 ECEMS - Technology and Young Children****Prerequisites:** Admission to the ECEMS Program**Description:** Discover how electronic technology impacts the development of young children in educational, home, and community environments, and how technology can be used to enhance teaching and learning. Learn to be critical thinkers and informed consumers of technology related to young children.**Credit Hours:** 3**Max credits per semester:** 3**Max credits per degree:** 3**Grading Option:** Graded**CYAF 409 ECEMS: Working with Families****Prerequisites:** Admission to the ECEMS Program**Description:** Focuses on application of an ecological model to the understanding of variation in parental roles, perspectives, approaches, and challenges. Overview of effective communication strategies and parent education programs.**Credit Hours:** 3**Max credits per semester:** 3**Max credits per degree:** 3**Grading Option:** Graded**Offered:** SUMMER

**CYAF 410 ECEMS - Senior Capstone**

**Prerequisites:** Senior Standing and Instructor Permission

**Description:** Fifteen week practicum experience to demonstrate practical application of developmentally appropriate early childhood teaching techniques and skills, actual teaching experience and developmental feedback. Observation and evaluation of classroom experiences, environmental design, classroom management, and parent communication.

**Credit Hours:** 3-6

**Min credits per semester:** 3

**Max credits per semester:** 6

**Max credits per degree:** 6

**Grading Option:** Pass No Pass

**ACE:** ACE 10 Integrated Product

**Experiential Learning:** Student Teaching/Education Practicum

**CYAF 413 Global Case Studies in Refugee Health & Wellbeing**

**Crosslisted with:** CYAF 813

**Description:** Explore the dynamics of forced migration across the continuum, with particular emphasis on the effects of migration on the family unit.

**Credit Hours:** 3

**Max credits per semester:** 3

**Max credits per degree:** 3

**Grading Option:** Graded with Option

**Offered:** SPRING

**Experiential Learning:** Case/Project-Based Learning

**CYAF 415 Family and Violence in the Global Context**

**Crosslisted with:** CYAF 815

**Description:** The concept of violence includes both interpersonal violence (child abuse, violence against women) and collective violence (war, genocide) and their intersections. The nature, causes, agents, and consequences of, as well as responses to violence are examined in the social, political, economic, cultural and global contexts.

**Credit Hours:** 3

**Max credits per semester:** 3

**Max credits per degree:** 3

**Grading Option:** Graded with Option

**Offered:** SPRING

**CYAF 416 Educational Programming**

**Crosslisted with:** CYAF 816

**Prerequisites:** Junior standing

**Description:** Planning and implementing developmentally appropriate educational experiences for a variety of audiences in non-formal settings.

**Credit Hours:** 3

**Max credits per semester:** 3

**Max credits per degree:** 3

**Grading Option:** Graded with Option

**CYAF 446 Addictions and Families**

**Crosslisted with:** CYAF 846

**Description:** Introduction to addictions from a family systems perspective: theories; behavioral patterns; physiological, psychological and social impacts on individuals and the family; and implications for interventions and treatment.

**Credit Hours:** 3

**Max credits per semester:** 3

**Max credits per degree:** 3

**Grading Option:** Graded with Option

**CYAF 451 Learning and Teaching Principles and Practice in Family and Consumer Sciences**

**Crosslisted with:** CYAF 851

**Prerequisites:** Admission to the Family and Consumer Sciences Secondary Teacher Education Program; completion of 80% of subject area coursework with a 2.5 GPA or better; parallel CYAF 297J (1 cr) or CYAF 894J (1 cr)

**Description:** Theoretical issues in the area of teaching and learning as applied in Family and Consumer Sciences. Development of middle and secondary education curriculum in Family and Consumer Sciences using student-centered, interactive methods of instruction.

**Credit Hours:** 3

**Max credits per semester:** 3

**Max credits per degree:** 3

**Grading Option:** Graded with Option

**Prerequisite for:** CYAF 452, CYAF 852

**CYAF 452 Curriculum Principles and Practices in Family and Consumer Sciences**

**Crosslisted with:** CYAF 852

**Prerequisites:** Admission to the Family and Consumer Sciences Secondary Teacher Education Program; completion of 80% of subject area course work with a 2.5 GPA or better; CYAF 451/851; parallel CYAF 397J (1 cr) or CYAF 894J (1 cr)

**Description:** Practical issues in the area of teaching and learning as applied to Family and Consumer Sciences. Develop teaching and/or learning plans for teaching Family and Consumer Sciences. Analyze classroom management practices and develop plans for assessment.

**Credit Hours:** 4

**Max credits per semester:** 4

**Max credits per degree:** 4

**Grading Option:** Graded with Option

**CYAF 458 Family Stress and Crisis, Coping and Recovery**

**Crosslisted with:** CYAF 858

**Prerequisites:** Junior standing

**Description:** Normative and non-normative family stressors (e.g. violence, economic conditions, war and political conflict, natural disasters) and how they affect family functioning. Family stress theories are used to understand crisis events and how families can cope and recover.

**Credit Hours:** 3

**Max credits per semester:** 3

**Max credits per degree:** 3

**Grading Option:** Graded

**CYAF 471 Human Sexuality and Society**

**Crosslisted with:** EDPS 471, PSYC 471, SOCI 471, CYAF 871, EDPS 871, PSYC 871, SOCI 871

**Prerequisites:** Junior or Senior standing

**Notes:** Open to advanced students planning careers in the professions in which knowledge of human behavior and society is important (e.g., helping professions, medicine, law, ministry, education, etc.).

**Description:** Interdisciplinary approach to the study of human sexuality in terms of the psychological, social, cultural, anthropological, legal, historical, and physical characteristics of individual sexuality and sex in society.

**Credit Hours:** 3

**Max credits per semester:** 3

**Max credits per degree:** 3

**Grading Option:** Graded with Option

**CYAF 474 Assessing Young Children and Their Environments to Enhance Development**

**Crosslisted with:** CYAF 874

**Prerequisites:** 12 hours CYAF, PSYC, EDPS, TEAC, or SECD

**Description:** Selection, use, and interpretation of assessment instruments for understanding the developmental level of children from birth through age eight. Assessment of reasoning and thinking processes, concept formation, and social cognition.

**Credit Hours:** 3

**Max credits per semester:** 3

**Max credits per degree:** 3

**Grading Option:** Graded with Option

**Prerequisite for:** SPED 362

**Experiential Learning:** Case/Project-Based Learning

**CYAF 476 Cognitive Processes in Children**

**Crosslisted with:** CYAF 876

**Description:** Overview of early childhood cognitive development and education. Nature and development of reasoning and thinking processes and concept formation in children. In-depth examination of early childhood cognitive developmental theories and their implications for teachers, parents, and others working with young children.

**Credit Hours:** 3

**Max credits per semester:** 3

**Max credits per degree:** 3

**Grading Option:** Graded with Option

**CYAF 481 Child Illness and the Family**

**Crosslisted with:** CYAF 881

**Prerequisites:** Junior standing or above.

**Description:** Discussion of key issues related to working with diverse children and their families who are coping with chronic and acute pediatric health conditions and their treatment. Content will focus on psychosocial challenges associated with pediatric health conditions and approaches to working with pediatric patients to address their needs and specific challenges encountered in hospitalization and ambulatory care contexts.

**Credit Hours:** 3

**Max credits per semester:** 3

**Max credits per degree:** 3

**Grading Option:** Graded with Option

**Offered:** FALL

**CYAF 482 Global Family Health and Wellbeing**

**Crosslisted with:** CYAF 882

**Prerequisites:** 12 hours of coursework in CYAF, PSYC, SOCI, TEAC, or CRIM.

**Description:** Acquire the knowledge, competencies, and experiences that will allow greater participation as a global citizen by examining the historical, cultural, ethnic, economic, systemic and socio-cultural complexities of families.

**Credit Hours:** 3

**Max credits per semester:** 3

**Max credits per degree:** 3

**Grading Option:** Graded with Option

**CYAF 482A Learning Abroad with Child, Youth and Family Studies**

**Crosslisted with:** CYAF 882A

**Description:** Experience the rich culture within countries around the world through interactions with families, children, couples and individuals within their country context. Emphasis is on learning about families, early childhood, youth and adults, and the impact of systems and services within the cultural context.

**Credit Hours:** 3

**Max credits per semester:** 3

**Max credits per degree:** 9

**Grading Option:** Graded with Option

**ACE:** ACE 9 Global/Diversity

**Experiential Learning:** Education Abroad

**CYAF 488 Child and Family Policy**

**Crosslisted with:** CYAF 888

**Prerequisites:** Junior standing

**Description:** Analysis of child and family policies, including what is family policy, how policy is made and implemented, how values and goals affect policy and future directions for child and family policies in America and in other countries.

**Credit Hours:** 3

**Max credits per semester:** 3

**Max credits per degree:** 3

**Grading Option:** Graded with Option

**CYAF 490 Workshop Seminar**

**Crosslisted with:** CYAF 890

**Description:** Special topics related to child, youth, and family studies. Topics vary.

**Credit Hours:** 1-3

**Min credits per semester:** 1

**Max credits per semester:** 3

**Max credits per degree:** 12

**Grading Option:** Graded with Option

**CYAF 490A Workshop Seminar: Early Childhood**

**Crosslisted with:** CYAF 890A

**Description:** Special topics related to child, youth, and family studies.

**Credit Hours:** 1-3

**Min credits per semester:** 1

**Max credits per semester:** 3

**Max credits per degree:** 3

**Grading Option:** Graded with Option

**CYAF 490D Workshop Seminar: Family Science**

**Crosslisted with:** CYAF 890D

**Description:** Special topics related to child, youth, and family studies.

**Credit Hours:** 1-3

**Min credits per semester:** 1

**Max credits per semester:** 3

**Max credits per degree:** 3

**Grading Option:** Graded with Option

**CYAF 490J Workshop Seminar: Family and Consumer Science Education**

**Crosslisted with:** CYAF 890J

**Description:** Special topics related to child, youth, and family studies.

**Credit Hours:** 1-3

**Min credits per semester:** 1

**Max credits per semester:** 3

**Max credits per degree:** 3

**Grading Option:** Graded with Option

**CYAF 490N Workshop Seminar: TransformED CHIME**

**Description:** Understanding and using mindfulness and reflective practices for personal well-being and in promoting young children's social-emotional development

**Credit Hours:** 1

**Max credits per semester:** 1

**Max credits per degree:** 1

**Grading Option:** Graded with Option

**Prerequisite for:** CYAF 490P

**CYAF 490P Workshop Seminar: TransformED Pyramid Model 1**

**Prerequisites:** CYAF 490N

**Description:** Identifying strategies and planning opportunities that promote young children's positive social behaviors

**Credit Hours:** 1

**Max credits per semester:** 1

**Max credits per degree:** 1

**Grading Option:** Graded with Option

**Prerequisite for:** CYAF 490Q

**CYAF 490Q Workshop Seminar: TransformED Getting Ready**

**Prerequisites:** CYAF 490P

**Description:** Understanding strategies to facilitate partnership between families and early childhood educator; planning and implementing an effective meeting process to support the development of children

**Credit Hours:** 1

**Max credits per semester:** 1

**Max credits per degree:** 1

**Grading Option:** Graded with Option

**Prerequisite for:** CYAF 490R

**CYAF 490R Workshop Seminar: TransformED Pyramid Model 2**

**Prerequisites:** CYAF 490Q

**Description:** Identifying and planning strategies that support young children's development of self-regulation, friendships skills, problem-solving skills, and empathy

**Credit Hours:** 1

**Max credits per semester:** 1

**Max credits per degree:** 1

**Grading Option:** Graded with Option

**CYAF 490T Workshop Seminar: TransformED Pyramid Model 3**

**Prerequisites:** CYAF 490R

**Description:** Understanding young children's challenging behaviors; identifying and planning strategies to effectively prevent and respond to challenging behaviors

**Credit Hours:** 1

**Max credits per semester:** 1

**Max credits per degree:** 1

**Grading Option:** Graded with Option

**Prerequisite for:** CYAF 490T

**CYAF 490Y Workshop Seminar: Youth Development**

**Crosslisted with:** CYAF 890Y

**Description:** Special topics related to child, youth, and family studies.

**Credit Hours:** 1-3

**Min credits per semester:** 1

**Max credits per semester:** 3

**Max credits per degree:** 3

**Grading Option:** Graded with Option

**CYAF 493 Special Topics in Contemporary Family Issues**

**Crosslisted with:** CYAF 893

**Description:** Current issues that today's families experience. Topics vary and include, for example: Gender and family, low-income families, fathers and fatherhood, families with children who have disabilities.

**Credit Hours:** 3

**Max credits per semester:** 3

**Max credits per degree:** 3

**Grading Option:** Graded with Option

**CYAF 495 Special Topics in Family and Cultural Diversity**

**Crosslisted with:** CYAF 895

**Notes:** Topics vary.

**Description:** Contemporary ethnic diversity or global family issues.

Topics vary and include, for example: Immigrant and refugee families, ethnic diversity and discrimination, global family well-being, and cultural strengths.

**Credit Hours:** 3

**Max credits per semester:** 3

**Max credits per degree:** 18

**Grading Option:** Graded with Option

**ACE:** ACE 9 Global/Diversity

**CYAF 495A Study Abroad/Away in Child, Youth & Family Studies**

**Crosslisted with:** CYAF 895A

**Prerequisites:** Department permission

**Description:** Participation in a department sponsored Study Abroad experience. Must enroll in course during time of experience.

**Credit Hours:** 3

**Max credits per semester:** 3

**Max credits per degree:** 3

**Grading Option:** Graded with Option

**CYAF 496 Advanced Independent Study**

**Crosslisted with:** CYAF 896

**Prerequisites:** By Permission

**Notes:** Requires a contract and the contract is to be completed before registering for the course. Work is supervised and evaluated by a CYAF faculty member.

**Description:** Individual projects in research, literature review, or creative production may or may not be an extension of course work.

**Credit Hours:** 1-6

**Min credits per semester:** 1

**Max credits per semester:** 6

**Max credits per degree:** 6

**Grading Option:** Graded with Option

**Experiential Learning:** Research

**CYAF 497A Student Teaching in Early Childhood Education: Preschool**

**Prerequisites:** CYAF 270 and 270L; CYAF 374 and 374L, with grades of 'C' or better. Inclusive Early Childhood Education: Birth to Grade 3 (IECE) option students must also have taken SPED 362 with a grade of 'C' or better.

**Notes:** Pass/No Pass only.

**Description:** Integrating developmental theory into the planning, implementation, and evaluation of individual and group experiences for young children in classroom settings.

**Credit Hours:** 1-12

**Min credits per semester:** 1

**Max credits per semester:** 12

**Max credits per degree:** 12

**Grading Option:** Pass No Pass

**ACE:** ACE 10 Integrated Product

**Course and Laboratory Fee:** \$40

**Experiential Learning:** Student Teaching/Education Practicum

**CYAF 497D Community Internship in Child, Youth and Family Studies**

**Crosslisted with:** CYAF 897D

**Prerequisites:** Junior standing and Permission

**Notes:** Orientation in prior semester and contract required.

**Description:** Fieldwork in agencies serving children, youth, families and communities.

**Credit Hours:** 3-6

**Min credits per semester:** 3

**Max credits per semester:** 6

**Max credits per degree:** 6

**Grading Option:** Graded with Option

**ACE:** ACE 10 Integrated Product

**Experiential Learning:** Internship/Co-op

**CYAF 497I Student Teaching in an Infant/Toddler Program**

**Crosslisted with:** CYAF 897I

**Prerequisites:** CYAF 271 and 271L; CYAF 374 and 374L; with a grade of 'C' or better

**Description:** Integrated developmental theories and research evidence into the planning, implementation, and evaluation of individual and group experiences for children in an infant and toddler program.

**Credit Hours:** 3-6

**Min credits per semester:** 3

**Max credits per semester:** 6

**Max credits per degree:** 6

**Grading Option:** Pass No Pass

**CYAF 497J Student Teaching in Family and Consumer Sciences**

**Crosslisted with:** CYAF 897J

**Prerequisites:** Admission by application; completion of all required methods courses and practica with minimum grade of 'C+' (2.33) in each of these courses.

**Notes:** Requires a middle-level or high school experience. Pass/No Pass only.

**Description:** Supervised teaching experience in schools.

**Credit Hours:** 1-9

**Min credits per semester:** 1

**Max credits per semester:** 9

**Max credits per degree:** 9

**Grading Option:** Pass No Pass

**Experiential Learning:** Student Teaching/Education Practicum

**CYAF 497K Student Teaching in Kindergarten**

**Prerequisites:** CYAF 270 and 270L; CYAF 374 and 374L; with a grade of 'C' or better

**Notes:** Pass/No Pass Only.

**Description:** Integrating developmental theories and research evidence into the planning, implementation, and evaluation of individual and group experiences for children in a classroom experience.

**Credit Hours:** 6

**Max credits per semester:** 6

**Max credits per degree:** 6

**Grading Option:** Pass No Pass

**CYAF 498 UCARE, REU, Non-UCARE Research Experience in Child, Youth and Family Studies**

**Crosslisted with:** CYAF 98

**Notes:** Requires a completed contract form before registering.

**Description:** Undergraduate Creative Research Experience (UCARE), Research Experience For Undergraduates (REU), and non-UCARE research and/or creative activity.

**Credit Hours:** 0-6

**Min credits per semester:**

**Max credits per semester:** 6

**Max credits per degree:** 6

**Grading Option:** Graded with Option

**Experiential Learning:** Research

**CYAF 499H Honors Thesis**

**Prerequisites:** Good standing in the University Honors Program or by invitation

**Description:** Honor thesis in Child, Youth and Family Studies.

**Credit Hours:** 1-6

**Min credits per semester:** 1

**Max credits per semester:** 6

**Max credits per degree:** 6

**Grading Option:** Graded

**Experiential Learning:** Research

## Career Information

*The following represents a sample of the internships, jobs and graduate school programs that current students and recent graduates have reported.*

### Jobs of Recent Graduates

- Lead Preschool Teacher, Educare - Lincoln, NE
- Preschool Teacher, Lincoln Public Schools - Lincoln, NE
- First Grade Teacher, Omaha Public Schools - Omaha, NE
- Head Start Teacher, Omaha Public Schools - Omaha, NE
- Special Education Preschool Teacher, Superior Public Schools - Superior, NE
- Early Childhood Special Ed Teacher, Omaha Public Schools - Omaha, NE
- Early Childhood Teacher, Papillion-LaVista Public Schools - Papillion, NE
- Family Educator, Lincoln Public Schools - Lincoln, NE
- Early Childhood Teacher, Kansas City, Kansas Public Schools - Kansas City, KS
- Youth Specialist, Cedars - Lincoln, NE