FAMILY & CONSUMER SCIENCE EDUCATION (6-12)

Description
Students who complete this field endorsement are endorsed to teach family and consumer sciences in grades 6 through 12.

General Information
The College offers undergraduate programs leading to a bachelor of science in education and human sciences degree in more than 40 different teaching endorsements. Some students in other University of Nebraska–Lincoln colleges choose to seek certification, completing a degree in their home college while meeting all requirements for teacher certification in the College of Education and Human Sciences.

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. A student’s inability to complete these field experiences, for any reason, may adversely impact the candidate’s ability to gain admission into the College or maintain enrollment in a teacher preparation program. Students unlikely or unable to complete the field experience may be counseled to seek other opportunities where success is more attainable. (See “Criminal History Background Check Requirement” and “Professional and Ethical Behavior” under the OTHER heading for additional information with respect to behaviors impacting field experience participation.)

Teacher education endorsements (or majors) are divided into field endorsements or 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 one subject area only. Consequently, a teacher holding a field endorsement is typically more marketable than a teacher holding a single-subject endorsement.

Candidates may also elect to complete requirements 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.

Students may also choose to complete requirements for two endorsements simultaneously. Completing a second endorsement will require additional credit hours beyond those required for the first endorsement. Often the completion of two endorsements requires more than 120 credit hours of coursework and may require additional semesters of coursework. Students may contact the College Student Services Center, 105 Henzlik Hall, or their advisor, for assistance in deciding whether to complete: field or single-subject endorsements, one or more supplemental endorsements, or multiple 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.

Pre-Education Status
All newly admitted students who are pursuing a teacher preparation program are classified as pre-education students until admitted to a specific Teacher Education Program.

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. A minimum 2.5 cumulative GPA.
2. Must have earned a minimum of 42 credit hours of college credit.
3. Completion and submission of the Teacher Education Program Application Form.
4. Completion of TEAC 331 School and Society and EDPS 251 Fundamentals of Adolescent Development for Education or an approved transfer course, (must be taken prior to or be in progress, the semester in which you apply to the TEP) with a 2.5 cumulative average in the two classes, and no grade lower than C; TEAC 259 Instructional Technology (must also be taken prior to or be in progress, the semester in which you apply to the TEP).
5. Documentation of proficiency in reading, writing, and mathematics through successful completion of the Core Academic Skills Examination, for educators, as the basic skills examination that meets the Nebraska Department of Education competency requirement.
6. Completion of a formal criminal history review, for CEHS, by the vendor approved by CEHS (fee required).
7. Specific programs may have particular learning outcomes that students must address as part of the application process.

Admission to Student Teaching
All students who are candidates for an appropriately endorsed Nebraska Teacher’s Certificate are required to student teach. Students who plan to student teach in the fall semester must complete the student teaching application form and submit it by the preceding March 1 to the Director of Professional Experiences in 116 Henzlik Hall; students planning to student teach in the spring semester must apply by the preceding October 1. The basic program for student teaching provides for a full-day 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.

7. No additional coursework can be taken during the student teaching semester unless prior approval is obtained from the Certification Officer, the Director of Professional Experiences, or the Department Chair that oversees the program.

8. Completion of a second criminal history check that will be conducted, for CEHS, by the vendor approved by CEHS (fee required). For more information, contact the Director of Professional Experiences or your advisor.

Praxis Subject Assessments (formerly Praxis II)
The Nebraska Department of Education (NDE) requires that all candidates pursuing a Nebraska teaching certificate, pass the content examination identified by the NDE for each field or subject area in which a student wishes to be endorsed. It is recommended that students complete all of their content courses before taking the appropriate exam and take the exam(s) no later than the semester preceding student teaching. A listing of the required exams can be found at: http://www.ets.org/praxis/ne/requirements. Exam registration is available at http://www.ets.org.

Other
Student Teaching Placement
The Office of Professional Experiences is responsible for the placement of student teachers. Several factors are considered in assigning student teachers to a specific district and school. These factors include the availability of a high quality cooperating teacher and supervisor who meet the requirements of the Nebraska Department of Education and the University of Nebraska–Lincoln. Opportunities to student teach out-of-state are limited. All requests to student teach outside of the immediate Lincoln area must be individually reviewed and approved by the Director of Professional Experiences.

Removal from Field & Clinical Placements
Students participating in practicum or student teaching assignments may be removed from their assigned schools if their conduct is unprofessional and/or threatens the well-being or learning of the students in the schools. Specific 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 principal, or the university supervisor. The student will be removed from the school placement by the Director of Professional Experiences. In such cases, a written report stating the problem and efforts to correct the situation will be forwarded to the Director of Professional Experiences.

Any student removed from a practicum or student teaching assignment may appeal that decision by submitting a written request to the CEHS Associate Dean for Academic Affairs within 30 days of the removal. The Associate Dean will convene an appeals committee, request pertinent information from the student and the Director of Professional Experiences, and notify the student several 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 Professional 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 College degree requirements and the professional certification requirements of the State of Nebraska, Department of Education. Undergraduate students apply for the teaching certificate online at www.education.ne.gov/tcert and apply for the baccalaureate degree online through MyRED at https://myred.nebraska.edu. Post-baccalaureate students completing teacher certification also apply for the teaching certificate online at www.education.ne.gov/tcert, and if they complete a masters degree with their certificate program, apply for the degree in 109 Canfield Administration Building.

To be eligible for a recommendation for certification, a candidate must meet the following requirements:

1. Earn one or more undergraduate degrees from the College of Education and Human Sciences or another accredited institution approved by the College of Education and Human Sciences with a minimum 2.75 grade point average.
2. Complete the teacher education general education requirements listed for elementary, middle grades or secondary education.
3. Complete professional education requirements according to established standards.
4. Complete endorsement(s) according to established standards.
5. Successfully complete a required period of student teaching.
6. Complete application for the degree and certificate.

Graduation Without Certification
In rare cases, permission may be granted for a student to graduate without a recommendation for teacher certification (GWC). In order to qualify for GWC a student 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, or
- be removed from student teaching, or
- because of illness or other unusual situations, decides not to complete or is unable to complete all of the professional requirements in a teacher education program.

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 one’s 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.

To apply for GWC, the student should contact his or her advisor, meet with the College’s Certification Officer, and then submit 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.” If a student begins student teaching but fails to complete at least one half of the assignment, the individual will be
required to complete a culminating project not to exceed 6 credit hours. The student must still meet the ACE 10 general education requirement. Contact your advisor or the Certification Officer to make sure that this requirement is satisfied.

Any student who graduates without a recommendation for certification will not be recommended for teacher certification in any state. In addition, the student will not be eligible for graduation with honors. 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. If the appeal is granted, the student will be treated as a readmitted student and will complete all requirements in effect at the time of reentry, including passing grades in all methods courses.

Education Employment Services
The Career Services Center, 230 Nebraska Union, offers a professional placement service to students and alumni who are seeking employment in education and related fields. In addition to providing on-campus interviews with select schools throughout the year, this office sponsors an annual Education Recruitment Day in the spring, which offers students an opportunity to interview with hiring officials from many schools.

Criminal History Background Check Requirement
The College of Education and Human Sciences (CEHS) has the responsibility to ensure that all students who 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 CEHS 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 check and will be required to complete one upon admission to a program and/or an initial field placement. Eighteen months after the initial background check has been completed, undergraduate students are required to complete the CEHS self-disclosure report, a self-report collected by the college. Graduate students will be required to complete the self-disclosure report at the same time as the initial background check is conducted and again eighteen months later. If more than three years have elapsed after the initial background check is conducted, CEHS students must complete an additional background check prior to participating in a field experience or internship. Students are responsible for the cost of additional background checks.

Students with felony or any 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 Professional 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 Professional Experiences within two weeks 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 perceive or evaluate 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 Professional Experiences, the College determines that the student’s behavior represents a lack of integrity, questionable moral/ethical character, or represents 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 Professional Experiences with respect to a 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 sure 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 Professional Experiences a written decision, which shall be final and not subject to further appeal or review with the University of Nebraska.

College Requirements

College Admission
Students accepted by the University must have an ACT of 20 or SAT of 950, 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, to 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 probation, 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 who 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, including the CORE examination or other basic skills test approved by the Nebraska Department of Education. 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 his/her 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...
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.

**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.

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

- The last Friday in January for May graduation
- June 15 for August graduation
- The last 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. Those students without MyRED access may apply for graduation in person at Graduation Services, 109 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 family and consumer science education will be able to:

1. Identify principles and mission of family and consumer sciences within secondary education.
2. Demonstrate success teaching of family and consumer sciences concepts as defined in Rule 24 of the Nebraska Department of Education, respect and abide by the ethical and professional standards required for certification and the teaching of adolescent learners.
3. Create curriculum and lesson plans, student engagement, teaching strategies, models and methods, and differentiation related to teaching diverse students.

### Major Requirements

#### Endorsement Requirements
Eighty percent (80%) of these endorsement requirements must be completed prior to enrolling in your first professional methods course. Only grades of C or above will count toward graduation requirements for CYAF courses.

#### ACE Requirements

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<tbody>
<tr>
<td>ENGL 150 / ENGL 150H Writing and Inquiry</td>
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<td>ENGL 151 / ENGL 151H Writing and Argument</td>
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<td>ENGL 254 Writing and Communities</td>
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<td>JGEN 120 Basic Business Communication</td>
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<td>JGEN 200 Technical Communication I</td>
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<th>ACE 2</th>
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<td>TEAC 259 Instructional Technology (Pre-professional requirement)</td>
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<th>ACE 4</th>
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<td>CHEM 109 General Chemistry I (Supporting Course)</td>
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<td>FDST 301 Chemistry of Food (Supporting Course)</td>
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| ACE 5 | 3 |

| ACE 6 | 3 |

| CYAF 160 Human Development and the Family (Endorsement Requirement) |

| ACE 7 | 3 |

| ACE 8 | 3 |

| TEAC 331 School and Society (Pre-Professional Requirement) |

| ACE 9 | 3 |

| TEAC 330 Multicultural Education (Pre-Professional Requirement) |

### Pre-Professional Requirements

| Credit Hours Subtotal: 30-31 |
|---|---|
| CYAF 403 Student Teaching Seminar in Family and Consumer Sciences (Professional Education Requirement) |

| Credit Hours Subtotal: 4 |
|---|---|
| EDPS 251 Fundamentals of Adolescent Development for Education |
| EDPS 297 Professional Practicum Experiences II |

### Endorsement Requirements

| CYAF 222 Introduction to Family Finance |
|---|---|
| CYAF 280 Family Science |
| CYAF 333 Families in the Economy |
| CYAF 380 Working with Families in Communities and Schools |
| CYAF 382 Working with Parents |
| CYAF 270 Development of the Preschool Child |
| or CYAF 210 Applied Methods of Social Emotional Development and Guidance |
| CYAF 270L Development of the Preschool Child-Laboratory |
| or CYAF 210L Applied Methods of Social Emotional Development and Guidance |
| NUTR 244 Scientific Principles of Food Preparation |
| & NUTR 245 Scientific Principles of Food Preparation Laboratory |
| or HRTM 291 Special Topics in Hospitality, Restaurant and Tourism Management |
| NUTR 250 Human Nutrition and Metabolism |
| NUTR 372 Food Safety and Sanitation |
| TMFD 123 Clothing and Society: You Are What You Wear |
| or CYAF 493 Special Topics in Contemporary Family Issues |
| or TMFD 121 Visual Communication and Presentation |
| or TMFD 144 Introduction to Design Theory and Criticism |
| TMFD 206 Textiles |

| Credit Hours Subtotal: 33-34 |

### Emphasis Electives
See Emphasis Electives section below to select an emphasis area.

| Credit Hours Subtotal: 15 |

### Professional Education Requirements

| CYAF 297J Professional Practicum Experience I |
|---|---|
| CYAF 397J Professional Practicum Experience II |
| TEAC 413A Second Language Acquisition |
| TEAC 425 Work-Based Learning/Coordinating Techniques |
| CYAF 451 Learning and Teaching Principles and Practice in Family and Consumer Sciences |
| CYAF 452 Curriculum Principles and Practices in Family and Consumer Sciences |
| EDPS 457 Learning and Motivation Principles for Secondary Teaching |
Family & Consumer Science Education (6-12)

SPED 401B Accommodating Exceptional Learners in the Secondary School Classroom 3

CYAF 497J Student Teaching in Family and Consumer Sciences 9

Credit Hours Subtotal: 26-30

Electives
Select 10 hours of Electives 10

Credit Hours Subtotal: 10

Total Credit Hours 118-124

Emphasis Electives
Select one of three plans for additional content:

1. Select an emphasis area from those listed: Nutrition and Health; Hospitality and Restaurant Management; Textiles, Merchandising, and Fashion Design; Family Studies; or Child Studies.

2. Create an emphasis area by combining courses from two areas. Select 6 credits from one list and 9 credits from another. For example, create a Child and Family Studies emphasis by selecting 9 credits in Family Science and 6 in Child Studies or vice versa.

3. Select 15 credits of coursework from any of the three human sciences departments (Child, Youth, and Family Studies; Textiles, Merchandising and Fashion Design; or Nutrition).

Nutrition and Health
Select 15 hours from the following: 15

- FDST 301 Chemistry of Food
- NUTR 100 Healthy Living
- NUTR 131 The Science of Food
- NUTR 251 Nutrition Through the Life Cycle
- NUTR 253 Cultural Aspects of Food and Nutrition
- NUTR 344 Nutrition and Food for Optimal Health
- NUTR 430 Nutritional Anthropology

Hospitality and Restaurant Management
Select 15 hours from the following: 15

- NUTR 370 Food Production Management
- NUTR 371 Applied Food Production Laboratory
- HRTM 289 Introduction to the Event Industry
- HRTM 291 Special Topics in Hospitality, Restaurant and Tourism Management
- HRTM 489 Advanced Event Operations

Textiles, Merchandising and Fashion Design
Select 15 hours from the following: 15

- TMFD 112 Product Development I: Garment Assembly
- TMFD 123 Clothing and Society: You Are What You Wear
  or CYAF 493 Special Topics in Contemporary Family Issues
- TMFD 420 Launch a Product in a Semester
- TMFD 212 Product Development II: Apparel Analysis and Development
- TMFD 213 Merchandising I: Textile and Apparel Industry
- TMFD 407 History of Dress
- TMFD 408 Textiles, Technology and Culture

ACE Requirements
All University of Nebraska–Lincoln 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 endorsement 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 insure that each of the class selections are in the best interest of the students' academic program.

Additional Major/Endorsement Requirements

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 a C in their pre-professional courses and no grade lower than a C+ in their professional education courses.
Transfer University of Nebraska–Lincoln 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 121 U.S. Education in the Age of Globalization
Crosslisted with: EDPS 121
Prerequisites: First semester international freshman or transfer student
Description: United States education and culture in the context of globalization and intercultural communication with emphasis on tools for academic achievement.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
ACE: ACE 9 Global/Diversity

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
Format: LEC
ACE: ACE 8 Civic/Ethics/Stewardship

CYAF 160 Human Development and the Family
Prerequisites: Good standing in the University Honors Program or by invitation
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
Format: LEC
Prerequisite for: CYAF 372; CYAF 374; CYAF 374L; CYAF 382; EDPS 362; 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
Description: For course description, see CYAF 160.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
Prerequisite for: CYAF 372; CYAF 374; CYAF 374L; EDPS 362

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
Format: LEC
Prerequisite for: CYAF 301; CYAF 302; CYAF 303; CYAF 304; CYAF 307

CYAF 204 ECEMS - Child Development, 4 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 4-8.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
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
Format: LEC
Prerequisite for: CYAF 305

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
Format: LEC
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
Format: LAB
Prerequisite for: CYAF 374; CYAF 374L

CYAF 222 Introduction to Family Finance
Prerequisites: Sophomore standing
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
Format: LEC
Prerequisite for: CYAF 322
ACE: ACE 6 Social Science

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
Format: LEC
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
Format: LAB
Prerequisite for: CYAF 374; CYAF 374L; CYAF 497A; CYAF 497K

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
Format: LEC
Prerequisite for: CYAF 371; CYAF 371L; 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
Format: LAB
Prerequisite for: CYAF 371; CYAF 371L

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
Format: LEC
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
Format: LEC
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
Format: LEC

Prerequisite for: CYAF 203, CYAF 204, and CYAF 306

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
Format: LEC
Prerequisite for: CYAF 305

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
Format: LEC
Prerequisite for: CYAF 305

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
Format: LEC
Prerequisite for: CYAF 305

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
Format: LEC
Prerequisite for: CYAF 305

CYAF 305 ECEMS - Practicum II
Prerequisites: CYAF 205, CYAF 301, CYAF 302, CYAF 303, CYAF 304, and CYAF 307
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 the 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
Format: LEC
Prerequisite for: CYAF 405; CYAF 410

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
Format: LEC
Prerequisite for: CYAF 301; CYAF 302; CYAF 303; CYAF 304; CYAF 307

CYAF 307 ECEMS - Practicum I
Prerequisites: CYAF 203, CYAF 204, and CYAF 306
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
Format: LEC
Prerequisite for: CYAF 303; CYAF 305

CYAF 322 Advanced Family Finance
Prerequisites: CYAF 222
Description: Critical analyses and intervention strategies of family finance issues across the life span.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
CYAF 330 Refugee Family & Community Wellbeing: Think Globally, Act Locally
Prerequisites: Junior or Senior standing
Description: Introduction to a broad spectrum of health and wellness topics that affect refugees across the migration continuum. Experience will be gained through service learning components, such as working directly with a local agency or organization, or with refugee high school students in Lincoln Public Schools. Socio-cultural aspects of immigration and migration will be discussed and analyzed using academic articles, nonfiction novels, and ethnographic films.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

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
Format: LEC

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
Format: LEC

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
Format: LAB

CYAF 372 Middle Childhood and Adolescence
Prerequisites: CYAF 160 or 160H or equivalent
Description: Theoretical interrelationships of the physiological, psychological, and sociological and cognitive aspects of development during the years after early childhood through adolescence.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

CYAF 374 Curriculum Planning in Early Childhood Education
Prerequisites: CYAF 160 or 160H, and CYAF 270/270L or CYAF 210/210L; parallel CYAF 374L
Description: Best practices in early childhood education (preschool through Kindergarten) 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
Format: LEC
Prerequisite for: CYAF 497A; CYAF 497K; SPED 362

CYAF 374L Curriculum Planning in Early Childhood Education Laboratory
Prerequisites: CYAF 160 or 160H, and CYAF 270/270L or CYAF 210/210L; 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
Format: LAB
Prerequisite for: CYAF 497A; CYAF 497K

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
Format: LEC
Prerequisite for: CYAF 382; SPED 461
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
Format: LEC
CYAF 383 Literacy Methods for Young Children
Description: Research base and historical antecedents of current theories of literacy development in young children. The specific connection between those theories and construction and successful implementation of developmentally appropriate, relationship-rich literacy methods, strategies, materials, and environments for children from birth through Kindergarten. Assessment tools of teacher effectiveness and early literacy acquisition, formal and informal techniques.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

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
Format: LEC

CYAF 396 Independent Study in Child, Youth and Family Studies
Prerequisites: 2 hrs CYAF or closely related areas; and 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
Format: IND

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.
Notes: Letter Grade Only.
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
Format: IND

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
Format: FLD

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
Format: LEC

AC: ACE 10 Integrated Product

CYAF 405 ECEMS - Administration and Supervision in Early Childhood Settings
Prerequisites: CYAF 305
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
Format: LEC

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
Format: LEC

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
Format: LEC
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Description</th>
<th>Crosslisted with</th>
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<tbody>
<tr>
<td>CYAF 408 ECEMS - Technology and Young Children</td>
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<td>Admission to the ECEMS Program</td>
<td>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.</td>
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<td>CYAF 409 Working with Families</td>
<td>Admission to the ECEMS Program</td>
<td>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.</td>
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<td>CYAF 410 ECEMS - Practicum III, Capstone Experience</td>
<td>CYAF 305</td>
<td>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.</td>
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<td>Credit Hours: 3-6</td>
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<td>Format: LAB</td>
<td>ACE: ACE 10 Integrated Product</td>
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<td>CYAF 416 Educational Programming</td>
<td>Junior standing</td>
<td>Planning and implementing developmentally appropriate educational experiences for a variety of audiences in non-formal settings.</td>
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<td>CYAF 446 Addictions and Families</td>
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<td>CYAF 446H Addictions and Families</td>
<td>CYAF 446, CYAF 846</td>
<td>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.</td>
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<td>Credit Hours: 3</td>
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<td>Format: LEC</td>
<td>CYAF 447 Working with Gay, Lesbian, Bisexual and Transgender (GLBT) Youth in Professional Context</td>
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<td>CYAF 447</td>
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<td>Contextual considerations and research-informed guidelines for working with Gay, Lesbian, Bisexual, and Transgender (GLBT) youth in professional settings such as education, mental health, medical, and community outreach. The systemic context of GLBT youth, including developmental transitions, unique stressors, peer relationships, familial environments, and ways to help GLBT youth thrive.</td>
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<td>CYAF 451 Learning and Teaching Principles and Practice in Family and Consumer Sciences</td>
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<td>CYAF 451</td>
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<td>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.</td>
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<td>CYAF 452 Curriculum Principles and Practices in Family and Consumer Sciences</td>
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<td>CYAF 452</td>
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<td>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.</td>
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<td>Credit Hours: 4</td>
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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  
**Format:** LEC  

CYAF 460 Human Dimensions of Sustainability  
**Crosslisted with:** CYAF 860  
**Description:** Examination of the interdependence of human, ecological, economic sustainability and ways to lead a more sustainable life.  
**Credit Hours:** 3  
**Max credits per semester:** 3  
**Max credits per degree:** 3  
**Format:** LEC  
**ACE:** ACE 8 Civic/Ethics/Stewardship  

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  
**Format:** LEC  

CYAF 474 Assessment in Early Childhood  
**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  
**Format:** LEC  

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  
**Format:** LEC  

CYAF 477 Administration of Early Childhood Programs  
**Crosslisted with:** CYAF 877  
**Prerequisites:** 12 hrs family and consumer sciences including CYAF 270  
**Description:** Administration of early childhood programs.  
**Credit Hours:** 3  
**Max credits per semester:** 3  
**Max credits per degree:** 3  
**Format:** LEC  

CYAF 482 Understanding Families from a Global Context  
**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  
**Format:** LEC  

CYAF 482A Learning Abroad with Child, Youth and Family Studies  
**Crosslisted with:** CYAF 882A  
**Prerequisites:** Junior standing  
**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:** 1-6  
**Min credits per semester:** 1  
**Max credits per semester:** 6  
**Max credits per degree:** 6  
**Format:** FLD  

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  
**Format:** LEC  

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  
**Format:** LEC  

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  
**Format:** LEC
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
Format: LAB

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
Format: LEC

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
Format: LEC

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
Format: LEC

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
Format: LEC
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
Format: FLD

CYAF 496 Advanced Independent Study
Crosslisted with: CYAF 896
Prerequisites: 12 hrs CYAF and/or related social sciences.
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
Format: IND

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: Birth to Age 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: 7-12
Min credits per semester: 7
Max credits per semester: 12
Max credits per degree: 12
Format: FLD
ACE: ACE 10 Integrated Product

CYAF 497D Community Internship in Child, Youth and Family Studies
Crosslisted with: CYAF 897D
Prerequisites: 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
Format: FLD
ACE: ACE 10 Integrated Product

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
Format: FLD
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: 6-9
Min credits per semester: 6
Max credits per semester: 9
Max credits per degree: 9
Format: FLD

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
Format: FLD

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: 6.00
Max credits per semester: 6
Max credits per degree: 6
Format: IND

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
Format: IND

EDPS 121 U.S. Education in the Age of Globalization
Crosslisted with: CYAF 121
Prerequisites: First semester international freshman or transfer student
Description: United States education and culture in the context of globalization and intercultural communication with emphasis on tools for academic achievement.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
ACE: ACE 9 Global/Diversity

EDPS 150 Career Development Seminar
Description: Understanding and applying individual strengths, interests, values and personality type, as they apply to an individual's choosing a college major(s) and career option(s). Active participation in self-assessment activities, exploration of majors/careers, experiential activities, utilization of the decision-making process and conducting occupational research as considered through several career development theories.
Credit Hours: 1-2
Min credits per semester: 1
Max credits per semester: 2
Max credits per degree: 2
Format: LEC

EDPS 189H Honors: How to Learn and Develop Talent
Prerequisites: Good standing in the University Honors Program or by invitation.
Description: Ideas from cognitive psychology, educational psychology, and various other disciplines (i.e., art, music, and chess) presented to help students understand learning and talent development, improve academic learning skills, and improve personal talents.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
ACE: ACE 6 Social Science

EDPS 209 Strategies for Academic Success
Description: Comprehensive examination of learning theory and practice of learning strategies related to motivation, time management, memory, lecture note taking, text processing, knowledge representation, test review, test taking, and error analysis in academic settings.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
ACE: ACE 6 Social Science

EDPS 250 Fundamentals of Child Development for Education
Description: Fundamental concepts and principles of human development with reference to cognitive and social/emotional development from infancy to early adolescence. Biosocial forces which affect behavior and development in children in relation to educational practice.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
Prerequisite for: EDPS 362
ACE: ACE 6 Social Science

EDPS 251 Fundamentals of Adolescent Development for Education
Description: Fundamental concepts and principles of human development with reference to cognitive and social/emotional development from late childhood to early adulthood. Biosocial forces which affect behavior and development in adolescents as they relate to educational practice.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
Prerequisite for: EDPS 362, EDPS 457
ACE: ACE 6 Social Science
EDPS 292 Positive Psychology Special Topics
Notes: Three 1-credit, special topics courses are offered each spring semester. Each course is 5 weeks and offered one after another throughout the semester, allowing students to enroll in one, two, or three special topics courses.
Description: Various special topics pertaining to positive psychology such as talent development, motivation, and neuro-psychology.
Credit Hours: 1
Max credits per semester: 1
Max credits per degree: 3
Format: LEC
Offered: SPRING

EDPS 297 Professional Practicum Experiences II
Notes: Recommended concurrent enrollment with EDPS 251. Assignments assume knowledge of content from EDPS 251 or equivalent course.
Description: Guided participation in schools/agencies offering programs for youth. Participating students are provided with introductory experiences working with youth in educational contexts, opportunities for one-on-one instruction and support, and prepared for subsequent advanced practicum experiences. Placements range from after-school academic programs to middle school and high school classrooms.
Credit Hours: 1
Max credits per semester: 1
Max credits per degree: 1
Format: LEC
Prerequisite for: SPED 454

EDPS 320 Happiness and Well-Being through Positive Psychology
Description: Introduction to positive psychology. Learn to identify personal strengths and assets that lead to flourishing as human beings; explore major topics of positive psychology that lead to happiness and well-being.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
ACE: ACE 6 Social Science

EDPS 330 Statistics and Measurement in Nutrition, Fitness and Health Promotion
Description: Procedures for describing data. Concepts related to selecting psychomotor tests; constructing and evaluating cognitive paper and pencil examinations; utilizing computer technology in delivering, collecting, and evaluating information.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
ACE: ACE 3 Math/Stat/Reasoning

EDPS 350 Basic Helping Skills
Prerequisites: Sophomore standing or above.
Description: Introduction to developing basic helping skills that can help emerging professionals working in human services. Develop an understanding of communication processes, develop helping skills, and gain an awareness of self in relation to acting as a helper. Learn about theories, techniques, and research regarding effective helping skills and human behavior, develop and refine helping skills in practice with peers, and explore how culture and sociocultural factors play a role in helping others.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: PSD
Offered: FALL/SPR
ACE: ACE 6 Social Science

EDPS 362 Learning in the Classroom
Prerequisites: EDPS 250, EDPS 251, CYAF 160, PSYC 289
Description: Training in theories and research-based practice in learning, motivation, and assessment that supports teaching and learning within diverse elementary educational settings. Topics include human cognition, theories of motivation, classroom management, and classroom-based assessment.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
Prerequisite for: TEAC 304
ACE: ACE 6 Social Science

EDPS 397 Professional Practicum Experience III
Crosslisted with: TEAC 397
Prerequisites: Admission to Teacher Education Program.
Description: Guided observations and/or clinical experiences in schools and/or agencies offering programs for children and/or youth.
Credit Hours: 1-10
Min credits per semester: 1
Max credits per semester: 10
Max credits per degree: 10
Format: FLD

EDPS 397D Professional Practicum Experience III: Unified Primary K-3
Crosslisted with: TEAC 397D
Prerequisites: Admission to Teacher Education Program.
Description: Guided observations and/or clinical experiences in schools and/or agencies offering programs for children and/or youth.
Credit Hours: 1-10
Min credits per semester: 1
Max credits per semester: 10
Max credits per degree: 10
Format: FLD
Prerequisite for: TEAC 416A; TEAC 416B

EDPS 450 Child Psychology
Crosslisted with: EDPS 850
Description: Advanced study of the behavior and development of preschool and elementary school children.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
Prerequisite for: EDPS 961; EDPS 962; EDPS 963
EDPS 451 Psychology of Adolescence
Crosslisted with: EDPS 851
Notes: Prior coursework in psychology or a related field is recommended.
Description: Mental, social, and emotional development of boys and girls during the adolescent period.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
Prerequisite for: EDPS 961; EDPS 962; EDPS 963

EDPS 454 Human Cognition and Instruction
Crosslisted with: EDPS 854
Description: Cognitive psychology and its applications in instruction. Memory, problem solving, cognitive process in reading, research approaches, and applications to teaching.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
Prerequisite for: EDPS 960; EDPS 967

EDPS 457 Learning and Motivation Principles for Secondary Teaching
Prerequisites: EDPS 251, CYAF 160, PSYC 289 or instructor permission
Description: This course will provide secondary education majors with training in theories and research-based practice in learning, motivation, and assessment that supports teaching and learning within diverse secondary educational settings. Topics include human cognition, theories of motivation, classroom management, and classroom-based assessment generally and as applied to specific secondary education content areas.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
ACE: ACE 6 Social Science

EDPS 459 Statistical Methods
Crosslisted with: EDPS 859
Description: Computation and interpretation of measures of central position, variability, and correlation; introduction to sampling, probability, and tests of significance.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
Prerequisite for: ABUS 341, MRKT 341; ASCI 330; BLAW 371; BLAW 371H; EDAD 892, EDPS 892, EDUC 892, SPED 892, TEAC 892, CYAF 892; EDPS 470, EDPS 870, EDPS 860; EDPS 936; EDPS 941, SRAM 941; EDPS 942, SRAM 942; EDPS 969; FINA 361; FINA 361H; MENG 301; MENG 301H; MUED 980; NUTR 486, NUTR 886; SCMA 250; SCMA 331; SCMA 350; SCMA 350H; STAT 318; TEAC 924
ACE: ACE 3 Math/Stat/Reasoning

EDPS 463 Introduction to Applied Behavior Analysis
Crosslisted with: EDPS 863
Description: Research methods and findings, concepts, and principles of operant conditioning as related to the experimental analysis of human behavioral events and to the development of behavior engineering technologies.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
Prerequisite for: EDPS 952

EDPS 465 PRACT CNSLNG&PRSNNL
Credit Hours: 1-8
Min credits per semester: 1
Max credits per semester: 8
Max credits per degree: 8
Format: LEC

EDPS 465B Special Practices for Handicapped Children and Youth
Description: Basic practices and related research in counseling and helping practices in educational or other youth-serving agencies.
Credit Hours: 1
Max credits per semester: 1
Max credits per degree: 1
Format: LEC

EDPS 465D Special Practices for Exceptionally Talented and Gifted
Description: Basic practices and related research in counseling and helping practices in educational or other youth-serving agencies.
Credit Hours: 1
Max credits per semester: 1
Max credits per degree: 1
Format: LEC

EDPS 465E Special Practices in the Elementary School
Description: Basic practices and related research in counseling and helping practices in educational or other youth-serving agencies.
Credit Hours: 1
Max credits per semester: 1
Max credits per degree: 1
Format: LEC

EDPS 465K Special Practices for Vocational Education/Development Programs
Description: Basic practices and related research in counseling and helping practices in educational or other youth-serving agencies.
Credit Hours: 1
Max credits per semester: 1
Max credits per degree: 1
Format: LEC

EDPS 465L Special Practices for Community Helpers Working with Adults
Description: Basic practices and related research in counseling and helping practices in educational or other youth-serving agencies.
Credit Hours: 1
Max credits per semester: 1
Max credits per degree: 1
Format: LEC
EDPS 470 Introduction to Educational and Psychological Measurement
Crosslisted with: EDPS 870
Prerequisites: EDPS 459/859
Description: Introduction to the construction, evaluation, and ethical use of measurement instruments commonly used in education and psychology. Test construction principles, item analysis, reliability, validity, ethical issues in testing, and evaluation of standardized tests.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
Prerequisite for: EDPS 970, SRAM 970; EDPS 980

EDPS 471 Human Sexuality and Society
Crosslisted with: CYAF 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
Format: LEC

EDPS 478 Pro-seminar in Latin American Studies
Crosslisted with: ANTH 478, GEOG 478, HIST 478, LAMS 478, POLS 478, SOCI 478, MODL 478, ANTH 878, GEOG 878, HIST 878, POLS 878, SOCI 878, MODL 878, EDPS 878
Prerequisites: Junior standing and permission.
Notes: Topical seminar required for all Latin American Studies majors.
Description: An interdisciplinary analysis of topical issues in Latin American Studies.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 6
Format: LEC
Groups: Regional Geography Lat Am,Asian,Middle East Hist International Relations&Compar Integrative Courses, Research

EDPS 496 Directed Field Experience
Crosslisted with: EDPS 896
Prerequisites: Permission of instructor.
Description: Complete education-based experiences in research or applied settings under faculty supervision.
Credit Hours: 1-24
Min credits per semester: 1
Max credits per semester: 24
Max credits per degree: 24
Format: FLD

EDPS 497 Readings in Educational Psychology and Measurements
Prerequisites: Permission.
Credit Hours: 1-6
Min credits per semester: 1
Max credits per semester: 6
Max credits per degree: 6
Format: IND

EDPS 498 Special Topics
Crosslisted with: EDPS 898
Prerequisites: Permission of instructor.
Description: Seminar on current issues or topics in educational psychology. Topics vary.
Credit Hours: 1-6
Min credits per semester: 1
Max credits per semester: 6
Max credits per degree: 6
Format: LEC

EDPS 499H Honors Thesis
Prerequisites: Good standing in the University Honors Program or by invitation.
Description: Conduct a scholarly research project and write a University Honors Program or undergraduate thesis.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: IND

TEAC 161 Teaching Matters
Prerequisites: Restricted to secondary teacher education majors
Description: Designed to introduce critical issues, responsibilities, roles, and identities to secondary education majors through school site visits, lectures, and inquiry into what it means to be a secondary school teacher.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

TEAC 197 Professional Practicum Experiences
Description: Guided participation in schools and/or selected agencies offering programs for children/youth.
Credit Hours: 1-4
Min credits per semester: 1
Max credits per semester: 4
Max credits per degree: 4
Format: FLD
Prerequisite for: TEAC 304

TEAC 197Q Professional Practicum Experiences - Middle Level
Description: Guided participation in schools and/or selected agencies offering programs for children/youth.
Credit Hours: 1-4
Min credits per semester: 1
Max credits per semester: 4
Max credits per degree: 4
Format: FLD
Prerequisite for: TEAC 304

TEAC 210 Introduction to Industrial Education
Description: Certification, employment potential, terminology, publications, resources, and introduction to the trends, philosophies, methods, and approaches to contemporary industrial education programs.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
**TEAC 213 Education and Migration**  
**Crosslisted with:** ANTH 213  
**Notes:** A required, introductory, pre-professional course for teaching endorsement in English as a Second Language.  
**Description:** Introduction to research in education about migratory, displaced, immigrant, and refugee populations in the United States and elsewhere in the world; Examination of the intersection of migration, education, family, youth cultures, language use, pedagogy, literacies, policy, and transnationalism as key concepts for the ‘glocal’ activities in which human beings participate in everyday life.  
**Credit Hours:** 3-4  
**Min credits per semester:** 1  
**Max credits per semester:** 4  
**Max credits per degree:** 4  
**Format:** LEC  

**TEAC 229 Career and Technical Education: Applications Software**  
**Description:** Development of strategies for using various application software packages in Career and Technical Education classrooms.  
**Credit Hours:** 3  
**Min credits per semester:** 3  
**Max credits per semester:** 3  
**Max credits per degree:** 3  
**Format:** LEC  

**TEAC 259 Instructional Technology**  
**Description:** Development of understanding related to theories and applications of technology use in K12 classrooms and Speech Language Pathology settings. Guided learning experiences, professional learning networks, human centered design, learning theory, web and mobile applications, portfolios, and education technology at the intersection of race, gender, and class.  
**Credit Hours:** 3  
**Min credits per semester:** 3  
**Max credits per semester:** 3  
**Max credits per degree:** 3  
**Format:** LEC  

**TEAC 259A Instructional Technology in Elementary Schools**  
**Prerequisites:** Admission to Elementary Teacher Education Program  
**Notes:** Recommended parallel with TEAC 297B, TEAC 308, and MATH 300.  
**Description:** Development of strategies for using technology to support K-12 classroom instruction. Internet resources, applications software, and authoring programs.  
**Credit Hours:** 2  
**Min credits per semester:** 2  
**Max credits per semester:** 2  
**Max credits per degree:** 2  
**Format:** LEC  

**TEAC 259B Practicum in Instructional Technology**  
**Prerequisites:** Acceptance into the Teacher Elementary Education Program.  
**Notes:** Recommended parallel with TEAC 397A.  
**Description:** Practicum in Instructional Technology is a course aimed at supporting pre-service teachers in their efforts to integrate computers, mobile devices, multimedia, and other technological tools to enhance the teaching and learning process.  
**Credit Hours:** 1  
**Min credits per semester:** 1  
**Max credits per semester:** 1  
**Max credits per degree:** 1  
**Format:** FLD  

**TEAC 297 Professional Practicum Experiences II**  
**Notes:** An accompanying seminar is included where the professional role of the teacher is discussed.  
**Description:** Guided participation/observation in schools/agencies offering programs for children/youth. An accompanying seminar is included where the professional role of the teacher is discussed.  
**Credit Hours:** 1-4  
**Min credits per semester:** 1  
**Max credits per semester:** 4  
**Max credits per degree:** 12  
**Format:** FLD  

**TEAC 297A Professional Practicum Experiences II Elementary**  
**Notes:** Parallel EDPS 250  
**Description:** Guided participation/observation in schools/agencies offering programs for children/youth.  
**Credit Hours:** 1-4  
**Min credits per semester:** 1  
**Max credits per semester:** 4  
**Max credits per degree:** 4  
**Format:** FLD  

**TEAC 297B Professional Practicum Experiences II Elementary**  
**Notes:** An accompanying seminar is included where the professional role of the teacher is discussed.  
**Description:** Guided participation/observation in schools/agencies offering programs for children/youth.  
**Credit Hours:** 1-4  
**Min credits per semester:** 1  
**Max credits per semester:** 4  
**Max credits per degree:** 4  
**Format:** FLD  

**TEAC 297E Practicum in Teaching English Language Learners in Elementary Schools**  
**Prerequisites:** Acceptance to the Elementary Education Program. Parallel with TEAC 297B, 308, 317, and MATH 300.  
**Description:** This practicum accompanies TEAC 317, Teaching English Language Learners in Elementary Schools and is an introduction to teaching ESL in elementary classrooms. It is fifteen hours of observation and participation in classrooms that enroll English language learners. These classrooms may be general education classrooms and/or self-contained (English as a second language) classrooms as site assignments dictate.  
**Credit Hours:** 1  
**Min credits per semester:** 1  
**Max credits per semester:** 1  
**Max credits per degree:** 1  
**Format:** FLD  

**TEAC 297I Professional Practicum Experiences II Secondary Art**  
**Notes:** An accompanying seminar is included where the professional role of the teacher is discussed.  
**Description:** Guided participation/observation in schools/agencies offering programs for children/youth.  
**Credit Hours:** 1-4  
**Min credits per semester:** 1  
**Max credits per semester:** 4  
**Max credits per degree:** 4  
**Format:** FLD
TEAC 297J Professional Practicum Experiences II Secondary Business Education
Notes: An accompanying seminar is included where the professional role of the teacher is discussed.
Description: Guided participation/observation in schools/agencies offering programs for children/youth.
Credit Hours: 1-4
Min credits per semester: 1
Max credits per semester: 4
Max credits per degree: 4
Format: FLD

TEAC 297M Professional Practicum Experiences II Secondary Industrial Education
Notes: An accompanying seminar is included where the professional role of the teacher is discussed.
Description: Guided participation/observation in schools/agencies offering programs for children/youth.
Credit Hours: 1-4
Min credits per semester: 1
Max credits per semester: 4
Max credits per degree: 4
Format: FLD

TEAC 297N Professional Practicum Experiences II Secondary Language Arts
Notes: An accompanying seminar is included where the professional role of the teacher is discussed.
Description: Guided participation/observation in schools/agencies offering programs for children/youth.
Credit Hours: 1-4
Min credits per semester: 1
Max credits per semester: 4
Max credits per degree: 4
Format: FLD

TEAC 297O Professional Practicum Experiences II Secondary Mathematics
Notes: An accompanying seminar is included where the professional role of the teacher is discussed.
Description: Guided participation/observation in schools/agencies offering programs for children/youth.
Credit Hours: 1-4
Min credits per semester: 1
Max credits per semester: 4
Max credits per degree: 4
Format: FLD

TEAC 297Q Professional Practicum Experiences II Middle Level Languages
Notes: An accompanying seminar is included where the professional role of the teacher is discussed.
Description: Guided participation/observation in schools/agencies offering programs for children/youth.
Credit Hours: 1-4
Min credits per semester: 1
Max credits per semester: 4
Max credits per degree: 4
Format: FLD

TEAC 297V Professional Practicum Experiences II Secondary Science
Notes: An accompanying seminar is included where the professional role of the teacher is discussed.
Description: Guided participation/observation in schools/agencies offering programs for children/youth.
Credit Hours: 1-4
Min credits per semester: 1
Max credits per semester: 4
Max credits per degree: 4
Format: FLD

TEAC 302 Children's Literature
Prerequisites: Admission to the Elementary Teacher Education Program or the Inclusive Education Program.
Description: Reading in the broad field of children's literature. Survey of various genres; kinds of books; authors, poets, illustrators; historical development; contemporary topics and trends. Principles and practices in selection and adaptation of literature to the needs of the child. Presentation and instructional methodology.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
<table>
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<tr>
<th>Course Code</th>
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<tr>
<td>TEAC 304</td>
<td>Nursery and Pre-kindergarten Education</td>
<td>EDPS 362, TEAC 197 (1 cr) or permission.</td>
<td>Curriculum materials and equipment; analysis of physical, mental, and emotional development. Records and participation with young children. Parent-teacher relationships.</td>
<td>2-3</td>
<td>LEC</td>
<td>2</td>
<td>3</td>
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<tr>
<td>TEAC 305</td>
<td>The Arts in the Elementary School Curricula</td>
<td>Admission to the Elementary Teacher Education Program or the Inclusive Education Program.</td>
<td>Exploration and experiences with the arts. Supporting ways to include and promote the arts within the curriculum of the elementary school.</td>
<td>3</td>
<td>LEC</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>TEAC 306</td>
<td>Teaching Art in the Elementary School</td>
<td>Admission to Elementary Teacher Education Program.</td>
<td>The guidance of art through the elementary school in accordance with the growth and development of the child. Objectives, materials, and methods for meaningful teaching of art.</td>
<td>3</td>
<td>LEC</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>TEAC 307</td>
<td>Teaching Social Studies in the Elementary School</td>
<td>Admission to the Elementary Teacher Education Program; 6 hrs social sciences; TEAC 297B</td>
<td>The role, content, materials, and trends of social studies in childhood education; selection and use of learning experiences; development of lesson plans and/or teaching unit.</td>
<td>3</td>
<td>LEC</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>TEAC 308</td>
<td>Teaching Mathematics in the Elementary School</td>
<td>Admission to the Elementary Teacher Education Program; Parallel MATH 300 and TEAC 297B</td>
<td>Scope, content, and organization of the mathematics curriculum; development, use, and sources of instructional materials; teaching procedures.</td>
<td>3</td>
<td>LEC</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>TEAC 309</td>
<td>Teaching Science in the Elementary School</td>
<td>Admission to the Elementary Teacher Education Program; two courses in science; TEAC 297B</td>
<td>Role, trends, content, and materials of science in childhood education. Development of science experiences for use with children.</td>
<td>3</td>
<td>LEC</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>TEAC 310</td>
<td>Teaching Language Arts in the Elementary School</td>
<td>Admission to the Elementary Teacher Education Program.</td>
<td>Theory and practice of teaching the language arts in the elementary school. Selection, construction, and use of instructional materials for and with elementary children.</td>
<td>3</td>
<td>LEC</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>TEAC 311</td>
<td>Teaching Reading in the Elementary School</td>
<td>Admission to the Elementary Teacher Education Program; TEAC 297B; Parallel TEAC 397A</td>
<td>Objectives, scope, content, and organization of the reading curriculum; methods of effective teaching; development, use, and sources of instructional materials.</td>
<td>3</td>
<td>LEC</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>TEAC 313</td>
<td>Teaching Language Arts in the Elementary School</td>
<td>Admission to the Elementary Teacher Education Program; TEAC 297B; Parallel TEAC 397A</td>
<td>Theory and practice of teaching the language arts in the elementary school. Selection, construction, and use of instructional materials for and with elementary children.</td>
<td>3</td>
<td>LEC</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>TEAC 315</td>
<td>Teaching Science in the Elementary School</td>
<td>Admission to the Elementary Teacher Education Program.</td>
<td>The role, content, materials, and trends of science in childhood education. Development of science experiences for use with children.</td>
<td>3</td>
<td>LEC</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>TEAC 317</td>
<td>Teaching Multilingual Learners in Elementary School</td>
<td>Admission to a Teacher Education Program</td>
<td>Pedagogical, linguistic, and cultural issues in the education of multilingual learners in elementary school classrooms.</td>
<td>2</td>
<td>LEC</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>TEAC 323</td>
<td>Career and Technical Education: Multimedia Applications</td>
<td>Admission to the Elementary Teacher Education Program</td>
<td>Integrating instructional multi-media applications into Career and Technical Education courses.</td>
<td>3</td>
<td>LEC</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>TEAC 330</td>
<td>Multicultural Education</td>
<td>ETHN 330</td>
<td>Role of minority group status in American society. Ethnic minority group cultures, the existence of subcultures within the mainstream of society, women in the social setting, and their relationship to the American education process. Analytic methods of study.</td>
<td>3</td>
<td>LEC</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
TEAC 331 School and Society  
Prerequisites: Sophomore standing.  
Description: Questions of educational purpose and the complex relationship between school and society. Brings disciplinary resources to bear for developing interpretive, normative, and critical perspectives on education, inside and outside of schools.  
Credit Hours: 3  
Max credits per semester: 3  
Max credits per degree: 3  
Format: LEC  
Prerequisite for: MUED 282  
ACE: ACE 8 Civic/Ethics/Stewardship  

TEAC 349 Seminar in Middle Level Education  
Prerequisites: Permission.  
Description: Active involvement with the philosophy, duties and demands of middle level education. Discussions and readings relating to the professional role of middle level educators in a seminar setting.  
Credit Hours: 1  
Max credits per semester: 1  
Max credits per degree: 3  
Format: LEC  

TEAC 351 The Learner Centered Classroom  
Notes: Recommended parallel with TEAC 297A.  
Description: Organizing the learning environment in a culturally and socially responsive classroom. Theory and practice of creating a cooperative community that fosters both social and academic development. Theoretical perspectives are linked to actual classroom experience.  
Credit Hours: 2  
Max credits per semester: 2  
Max credits per degree: 2  
Format: LEC  

TEAC 380 Health and Wellness the Elementary Classroom  
Description: The integration of elementary subjects through movement activities and the understanding of healthy concepts. Social skills, health, and mental revitalization for improved academic performance.  
Credit Hours: 2  
Max credits per semester: 2  
Max credits per degree: 2  
Format: LEC  

TEAC 397 Professional Practicum Experience III  
Crosslisted with: EDPS 397D  
Prerequisites: Admission to Teacher Education Program.  
Description: Guided observations and/or clinical experiences in schools and/or agencies offering programs for children and/or youth.  
Credit Hours: 1-10  
Min credits per semester: 1  
Max credits per semester: 10  
Max credits per degree: 10  
Format: FLD  
Prerequisite for: TEAC 416A; TEAC 416B  

TEAC 397J Professional Practicum Experience III Secondary Business Education  
Prerequisites: Admission to Teacher Education Program.  
Description: Guided observations and/or clinical experiences in schools and/or agencies offering programs for children and/or youth.  
Credit Hours: 1-10  
Min credits per semester: 1  
Max credits per semester: 10  
Max credits per degree: 10  
Format: FLD  

TEAC 397L Professional Practicum Experience III Information Technology  
Prerequisites: Admission to Teacher Education Program.  
Description: Guided observations and/or clinical experiences in schools and/or agencies offering programs for children and/or youth.  
Credit Hours: 1-10  
Min credits per semester: 1  
Max credits per semester: 10  
Max credits per degree: 10  
Format: FLD  

TEAC 397M Professional Practicum Experience III Secondary Industrial Education  
Prerequisites: Admission to Teacher Education Program.  
Description: Guided observations and/or clinical experiences in schools and/or agencies offering programs for children and/or youth.  
Credit Hours: 1-10  
Min credits per semester: 1  
Max credits per semester: 10  
Max credits per degree: 10  
Format: FLD  

TEAC 397N Professional Practicum Experience III Secondary Language Arts  
Prerequisites: Admission to Teacher Education Program.  
Description: Guided observations and/or clinical experiences in schools and/or agencies offering programs for children and/or youth.  
Credit Hours: 1-10  
Min credits per semester: 1  
Max credits per semester: 10  
Max credits per degree: 10  
Format: FLD
TEAC 397O Professional Practicum Experience III Secondary Marketing Education
Prerequisites: Admission to Teacher Education Program.
Description: Guided observations and/or clinical experiences in schools and/or agencies offering programs for children and/or youth.
Credit Hours: 1-10
Min credits per semester: 1
Max credits per semester: 10
Max credits per degree: 10
Format: FLD

TEAC 397P Professional Practicum Experience III Secondary Mathematics
Prerequisites: Admission to Teacher Education Program.
Description: Guided observations and/or clinical experiences in schools and/or agencies offering programs for children and/or youth.
Credit Hours: 1-10
Min credits per semester: 1
Max credits per semester: 10
Max credits per degree: 10
Format: FLD

TEAC 397Q Professional Practicum Experience III Middle Level Languages
Prerequisites: Admission to Teacher Education Program.
Description: Guided observations and/or clinical experiences in schools and/or agencies offering programs for children and/or youth.
Credit Hours: 1-10
Min credits per semester: 1
Max credits per semester: 10
Max credits per degree: 10
Format: FLD

TEAC 397R Professional Practicum Experience III Secondary Modern Languages
Prerequisites: Admission to Teacher Education Program.
Description: Guided observations and/or clinical experiences in schools and/or agencies offering programs for children and/or youth.
Credit Hours: 1-10
Min credits per semester: 1
Max credits per semester: 10
Max credits per degree: 10
Format: FLD

TEAC 397V Professional Practicum Experience III Secondary Science
Prerequisites: Admission to Teacher Education Program.
Description: Guided observations and/or clinical experiences in schools and/or agencies offering programs for children and/or youth.
Credit Hours: 1-10
Min credits per semester: 1
Max credits per semester: 10
Max credits per degree: 10
Format: FLD

TEAC 397W Professional Practicum Experience III Secondary Social Science
Prerequisites: Admission to Teacher Education Program.
Description: Guided observations and/or clinical experiences in schools and/or agencies offering programs for children and/or youth.
Credit Hours: 1-10
Min credits per semester: 1
Max credits per semester: 10
Max credits per degree: 10
Format: FLD

TEAC 399 Independent Study
Prerequisites: Prior arrangement with and permission of individual faculty member.
Description: Special research project or reading program under the direction of a staff member in the department.
Credit Hours: 1-3
Min credits per semester: 1
Max credits per semester: 3
Max credits per degree: 6
Format: IND

TEAC 402 Contemporary Children's Literature: Principles and Practices
Prerequisites: TEAC 302 and successful completion of student teaching or permission.
Description: Contemporary literature for children, all forms and genres; development of meaningful and creative learning activities for children; professional readings and research related to children's literature.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

TEAC 403 Student Teaching Seminar
Prerequisites: Parallel TEAC 497A (student teaching).
Description: Analysis of the school programs. Education and curriculum, teacher certification, teach and student rights and responsibilities, proper conduct of teachers, selected legal aspects of education, method of communicating with parents and community members, and current issues which impact education.
Credit Hours: 1-3
Min credits per semester: 1
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

TEAC 403A Student Teaching Capstone Seminar
Prerequisites: Parallel TEAC 497A
Notes: Three seminars required per semester. Capstone seminar for the elementary education program. The capstone course will accompany the student teaching experience. This reflective study will be presented to peers and faculty in a conference format at the last seminar meeting. This conference format is intended to serve as a step in the transition from student to professional.
Description: Examine and reflect on a theme with evidence from preservice development and examine this topic through the entire length of coursework and field experiences.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
ACE: ACE 10 Integrated Product
TEAC 403B Secondary Student Teaching Seminar
Prerequisites: Must be admitted approved to student teach (enroll in TEAC 497)
Notes: Course numbers and call numbers can be obtained from the appropriate subject matter adviser in the College Student Services Center.
Description: The capstone course will consist of seminar sessions requiring broad knowledge of teaching by addressing salient issues that complement the pre-service teaching experience, Blackboard discussions, major writing assignments, and a scholarly presentation. Examine and reflect on the themes outlined in the TLTE 14 Dimensions of Teaching. Reflect on evidence from the whole pre-service development and examine it through the entire length of coursework and field experiences.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
ACE: ACE 10 Integrated Product

TEAC 403I Student Teaching Seminar : Art K-12
Description: Analysis of the school programs. Education and curriculum, teacher certification, teach and student rights and responsibilities, proper conduct of teachers, selected legal aspects of education, method of communicating with parents and community members, and current issues which impact education.
Credit Hours: 1-3
Min credits per semester: 1
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

TEAC 403N Student Teaching Seminar: Secondary Language Arts
Prerequisites: Must enroll in both TEAC 403N (seminar) and TEAC 497N (student teaching)
Description: Analysis of the school programs. Education and curriculum, teacher certification, teach and student rights and responsibilities, proper conduct of teachers, selected legal aspects of education, method of communicating with parents and community members, and current issues which impact education.
Credit Hours: 1-3
Min credits per semester: 1
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

TEAC 403Q Student Teaching Seminar: Middle School
Description: Analysis of the school programs. Education and curriculum, teacher certification, teach and student rights and responsibilities, proper conduct of teachers, selected legal aspects of education, method of communicating with parents and community members, and current issues which impact education.
Credit Hours: 1-3
Min credits per semester: 1
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

TEAC 403R Student Teaching Seminar: Secondary Modern Language
Prerequisites: Must enroll in both TEAC 403R (seminar) and TEAC 497R (student teaching)
Description: Analysis of the school programs. Education and curriculum, teacher certification, teach and student rights and responsibilities, proper conduct of teachers, selected legal aspects of education, method of communicating with parents and community members, and current issues which impact education.
Credit Hours: 1-3
Min credits per semester: 1
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

TEAC 403V Student Teaching Seminar: Secondary Science
Prerequisites: Must enroll in both TEAC 403V (seminar) and TEAC 497V (student teaching)
Description: Analysis of the school programs. Education and curriculum, teacher certification, teach and student rights and responsibilities, proper conduct of teachers, selected legal aspects of education, method of communicating with parents and community members, and current issues which impact education.
Credit Hours: 1-3
Min credits per semester: 1
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

TEAC 403W Student Teaching Seminar: Secondary Social Science
Prerequisites: Must enroll in both TEAC 403W (seminar) and TEAC 497W (student teaching)
Description: Analysis of the school programs. Education and curriculum, teacher certification, teach and student rights and responsibilities, proper conduct of teachers, selected legal aspects of education, method of communicating with parents and community members, and current issues which impact education.
Credit Hours: 1-3
Min credits per semester: 1
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

TEAC 406 Improvement of Instruction in Elementary School Art
Prerequisites: 12 hrs education including TEAC 306 or equivalent; teaching experience or student teaching.
Description: Techniques, plans, and procedures for improving instruction in elementary school art. Current practices, issues, and trends; evaluation of instructional materials.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
TEAC 408 Improvement of Instruction in School Mathematics
Crosslisted with: TEAC 808
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 12
Format: LEC
Prerequisite for: TEAC 907
TEAC 408A Improvement of Instruction in School Mathematics Primary: K-3
Crosslisted with: TEAC 808A
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
TEAC 408B Improvement of Instruction in School Mathematics Elementary: 4-6
Crosslisted with: TEAC 808B
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
TEAC 408E Improvement of Instruction in School Mathematics Secondary: 7-12
Crosslisted with: TEAC 808E
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 12
Format: LEC
TEAC 408J Improvement of Instruction in School Mathematics Special Topics
Crosslisted with: TEAC 808J
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
TEAC 410 Educational Program for Kindergarten Children
Crosslisted with: TEAC 810
Description: Recent developments in education of children and their bearing on the selection and guidance of appropriate activities and materials for the kindergarten. Related functions of home, school, and other educational agencies.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
TEAC 411 Reading Processes and Practices
Crosslisted with: TEAC 811
Description: Overview of reading processes and programs with attention to strategies for comprehension and word identification, approaches, and materials. A. Teaching Reading B. Special Topics in Reading C. Response to Intervention - Reading
Credit Hours: 1-6
Min credits per semester: 1
Max credits per semester: 6
Max credits per degree: 6
Format: LEC
TEAC 411A Teaching Reading
Crosslisted with: TEAC 811A
Description: Overview of reading processes and programs with attention to strategies for comprehension and word identification, approaches, and materials.
Credit Hours: 1-6
Min credits per semester: 1
Max credits per semester: 6
Max credits per degree: 6
Format: LEC
TEAC 411B Special Topics in Reading
Crosslisted with: TEAC 811B
Description: Overview of reading processes and programs with attention to strategies for comprehension and word identification, approaches, and materials.
Credit Hours: 1-6
Min credits per semester: 1
Max credits per semester: 6
Max credits per degree: 6
Format: LEC
TEAC 411C Response to Intervention - Reading
Crosslisted with: TEAC 811C
Description: Overview of reading processes and programs with attention to strategies for comprehension and word identification, approaches, and materials.
Credit Hours: 1-6
Min credits per semester: 1
Max credits per semester: 6
Max credits per degree: 6
Format: LEC
TEAC 412 Improvement of Instruction in Elementary School Science
Crosslisted with: TEAC 812
Prerequisites: 12 hrs education including TEAC 315 or permission; teaching experience or student teaching
Description: Techniques, plans, and procedures for improving instruction in elementary school science. Current practices, issues, and trends; evaluation of instructional materials.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
TEAC 413 Studies in Teaching English as a Second Language
Crosslisted with: TEAC 813
Description: Preparation for teaching K-12 learners whose language of nurture is not English.
Credit Hours: 1-15
Min credits per semester: 1
Max credits per semester: 15
Max credits per degree: 15
Format: LEC

TEAC 413A Second Language Acquisition
Crosslisted with: TEAC 813A
Description: Theoretical exploration of how second / additional languages are learned.
Credit Hours: 1-3
Min credits per semester: 1
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

TEAC 413B ESL: Teaching and Curriculum
Crosslisted with: TEAC 813B
Description: Preparation for teaching K-12 learners whose language of nurture is not English
Credit Hours: 1-3
Min credits per semester: 1
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

TEAC 413D World Languages Assessment
Crosslisted with: TEAC 813D
Description: Preparation for teaching K-12 learners whose language of nurture is not English
Credit Hours: 1-3
Min credits per semester: 1
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

TEAC 413E Special Topics in TESOL
Crosslisted with: TEAC 813E
Description: Individual or group study of specific and timely topics in the teaching of English to speakers of other languages (TESOL)
Credit Hours: 1-6
Min credits per semester: 1
Max credits per semester: 6
Max credits per degree: 6
Format: LEC

TEAC 413K Linguistics for Language Teachers
Crosslisted with: TEAC 813K
Description: An introduction to basic concepts in linguistics such as phonetics, phonology, morphology, syntax, semantics, neurolinguistics, discourse analysis and language variation. Designed for teachers (or future teachers) of English as an additional language, but also for world language teachers, classroom activities feature identifying theoretical underpinnings of practical language issues and connect them to questions language learners will have.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
Groups: ESL and Linguistics

TEAC 413M Teaching Multilingual Learners in Content Areas
Crosslisted with: TEAC 813M
Notes: Required for English Language Learner (ELL) certification.
Description: Theory and pedagogy in the teaching of multilingual learners at all levels of K-12 education. Identify and design linguistically and culturally responsive instruction for multilingual learners in the content areas (e.g. language arts, science, mathematics, social sciences)
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

TEAC 413P Teaching English as an International Language
Crosslisted with: TEAC 813P
Description: Methodologies for teaching English to speakers of other languages (TESOL) in domestic and international settings.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

TEAC 416 Inclusive Early Childhood Methods
Crosslisted with: TEAC 816
Prerequisites: Admission to the Inclusive Early Childhood Teacher Education Program; CYAF 374 and CYAF 374L.
Description: The creation and practice of developmentally appropriate instruction in curricular areas for K to 3rd grades. Role of the teacher and/or facilitator in relationship to the primary curriculum and learning environment.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 9
Format: LEC

TEAC 416A Literacy Methods for the Primary Student: K to 3rd
Prerequisites: Parallel TEAC 397D.
Description: The creation and practice of developmentally appropriate instruction in curricular areas for K to 3rd grades. Role of the teacher and/or facilitator in relationship to the primary curriculum and learning environment.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

TEAC 416B Social Studies and Science Methods for the Primary Student: K to 3rd
Prerequisites: Parallel TEAC 397D.
Description: The creation and practice of developmentally appropriate instruction in curricular areas for K to 3rd grades. Role of the teacher and/or facilitator in relationship to the primary curriculum and learning environment.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
TEAC 416D Inclusive Early Childhood Mathematics Methods for the Primary Student: K to 3rd
Prerequisites: Parallel TEAC 397D.
Description: The creation and practice of developmentally appropriate instruction in curricular areas for K to 3rd grades. Role of the teacher and/or facilitator in relationship to the primary curriculum and learning environment.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
Prerequisite for: MATH 300

TEAC 418 Teaching Writing in K-12 Schools
Crosslisted with: TEAC 818
Description: Learning and teaching of writing with consideration given to developmental factors of children and adolescents.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

TEAC 420 Teaching Foreign Language in the Elementary School
Crosslisted with: TEAC 820
Description: Theory, research and practice of most recent foreign language models and strategies.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

TEAC 425 Work-Based Learning/Coordinating Techniques
Crosslisted with: TEAC 825, EDAD 825
Description: Foundation and scope of current and projected vocational cooperative education programs and general education work experience. Coordination techniques, selection and placement, instructional procedures, youth leadership activities, organization and administration, and evaluation of cooperative occupational education.
Credit Hours: 1-3
Min credits per semester: 1
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

TEAC 429 Instructional Communication
Crosslisted with: COMM 427, COMM 827, TEAC 829
Prerequisites: COMM 101
Description: Advanced introductory course in instructional communication, focusing on understanding variables associated with the communication process in instructional settings and managing instructional communication more effectively. Provides an experimental and a cognitive understanding of the role of communication in the instructional process.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

TEAC 430 Introduction to Philosophy of Education
Crosslisted with: TEAC 830
Description: Fundamental ideas and skills that students can use to begin to form personal philosophical perspectives on education that can be justified intellectually, practically, and ethically. Using case studies of realistic school situations and the theoretical work of a range of writers in education, students explore conceptions of teaching, learning, curriculum, and the relationship between school and society.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

TEAC 431 Studies in the Foundations of Education
Crosslisted with: TEAC 831
Description: Social and cultural analyses of curriculum, teaching, and education policy from disciplinary perspectives.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 12
Format: LEC

TEAC 431A Studies in the Foundations of Education - The Anthropology of Education
Crosslisted with: TEAC 831A
Description: Social and cultural analyses of curriculum, teaching, and education policy from disciplinary perspectives.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

TEAC 432 Higher Education in America
Crosslisted with: TEAC 832, EDAD 832
Description: History and development of America's colleges and universities and a study of some recent trends and problems in higher education.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

TEAC 433 Comparative Education
Crosslisted with: TEAC 833
Description: Foundations, trends, and problems of selected national systems of education as seen in cultural perspective.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
TEAC 433A Comparative Education Survey  
Crosslisted with: TEAC 833A  
Description: Comparative Education investigates origins, goals, organization, challenges, and accomplishments of various countries' school systems with intentional comparisons to American practices. The 'A' format is a survey course that considers examples from all over the world. The 'B' format focuses on a single country (plus the U.S. for comparative purposes) and includes overseas travel-study (e.g., to South Korea, South Africa, or Chile) and visits to schools in the visited countries.  
Credit Hours: 3  
Max credits per semester: 3  
Max credits per degree: 3  
Format: LEC  

TEAC 433B Comparative Education: Special Topics/Travel Study  
Crosslisted with: TEAC 833B  
Notes: This course could be taken more than once for additional credits assuming the student uses it for travel-study to different places. For example, a student could not visit South Korea twice with the same professor teaching the same syllabus, but could visit South Korea once (as one 3-hour course) and South Africa (as another 3-hour course).  
Description: Investigates origins, goals, organization, challenges, and accomplishments of various countries' school systems with intentional comparisons to American practices. The 'B' format focuses on a single country (plus the U.S. for comparative purposes) and includes overseas travel-study (e.g., to South Korea, South Africa, or Chile) and visits to schools in the visited countries.  
Credit Hours: 3-9  
Min credits per semester: 3  
Max credits per semester: 9  
Max credits per degree: 9  
Format: FLD  

TEAC 434 Ethics and Education  
Crosslisted with: TEAC 834  
Description: Basic issues in ethics and education. Using theoretical material and case studies, students consider such ideas and issues as the nature of moral judgment, equality, justice, caring, and respect for persons, and discuss how educators might respond in ethically justifiable ways to difficult situations they may encounter.  
Credit Hours: 3  
Max credits per semester: 3  
Max credits per degree: 3  
Format: LEC  

TEAC 436 Latin American Education  
Crosslisted with: TEAC 836  
Prerequisites: 12 hours education, social sciences, or Latin American Studies; or permission.  
Description: Survey of contemporary practices and problems in Latin American education, with special emphasis on the role of education in the national development.  
Credit Hours: 3  
Max credits per semester: 3  
Max credits per degree: 3  
Format: LEC  

TEAC 437 Democracy and Education  
Description: Democracy and how educational institutions and practices might facilitate or hinder democratic process and aims. The fact of cultural and moral pluralism in the United States, and to the educational responses to pluralism that are possible and appropriate in a polity that aims to be democratic. A range of stances on these issues.  
Credit Hours: 3  
Max credits per semester: 3  
Max credits per degree: 3  
Format: LEC  

TEAC 438 Linguistics in Language and Learning Contexts  
Crosslisted with: TEAC 838  
Description: Discusses the relationships among language and learning, educator and learner discourses, and knowledge and action in connection to sociolinguistics, educational practice, and professional development. Introduction to English language morphology, syntax, phonology, semantics, and pragmatics as well as the language of schooling, its linguistic as well as socio-cultural and cognitive features. Addresses issues of diversity and social justice in education.  
Credit Hours: 3  
Max credits per semester: 3  
Max credits per degree: 3  
Format: LEC  

TEAC 439 Literature for Adolescents  
Crosslisted with: TEAC 839  
Prerequisites: Admission to the Teacher Education Program.  
Description: Wide range of young adult literature available for use in schools. Critical and rhetorical tools for responding to a variety of literary texts and techniques for eliciting a wider range of responses to literature; consideration for readers aged 11-16.  
Credit Hours: 3  
Max credits per semester: 3  
Max credits per degree: 3  
Format: LEC  

TEAC 441 Content Area Reading, Grades 4-12  
Crosslisted with: TEAC 841  
Description: Simultaneous teaching of academic content and functional teaching of reading in the content areas; assessment of comprehension, vocabulary/concept attainment; analyses of text; improvement of content area learning through reading/writing development.  
Credit Hours: 3  
Max credits per semester: 3  
Max credits per degree: 3  
Format: LEC  

TEAC 443 Career and Technical Education: Curriculum Issues  
Description: Curriculum issues in Career and Technical Education courses using instructional technology. Subject integration, application of standards, use of Web-based resources and resource management.  
Credit Hours: 3  
Max credits per semester: 3  
Max credits per degree: 3  
Format: LEC  

TEAC 444 Career and Technical Education: Technology Issues  
Description: Technology issues and the impact on society of access, privacy, confidentiality, ethics and emerging technologies; professional attitude and responsibility in using technology.  
Credit Hours: 3  
Max credits per semester: 3  
Max credits per degree: 3  
Format: LEC
TEAC 446 The Middle Level Program
Description: Culminating professional course in a program for the preparation of middle level educators. Best practices in middle level education; history and philosophy of middle level education; interdisciplinary team planning; and teacher-based advising.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

TEAC 446A The Middle Level Curriculum
Crosslisted with: TEAC 846A
Description: Explores the six content areas found in most middle level curricula: Math, Science, Social Studies, Art, Reading and Language Arts. Subject area content and pedagogy appropriate for young adolescents (10-14 years) and how the subject content areas can be integrated in the classroom. Required for all Elementary Education majors on the Middle Level Pathway advising sheet and secondary Special Education majors.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

TEAC 447 Middle Level Teacher-Based Advising
Description: Reading, discussion and research of program designs, content and pedagogies for teacher-based advising for transescent students. Experimental programs and methods for improving student continuous progress and career exploration.
Credit Hours: 2
Max credits per semester: 2
Max credits per degree: 2
Format: LEC

TEAC 449 Teaching the Transescent Student
Description: Knowledge of the instructional methodology which most accurately supports the learning of the middle level student. Review of the recognized theories and plans for instructing the 10-14 year old student forms the basis for this undergraduate, core middle level teacher education course.
Credit Hours: 2
Max credits per semester: 2
Max credits per degree: 2
Format: LEC

TEAC 451 Learning and Teaching Principles and Practices: Secondary Art
Crosslisted with: TEAC 851I
Description: Theoretical issues in the area of teaching and learning as applied to the individual disciplines.
Credit Hours: 3-4
Min credits per semester: 3
Max credits per semester: 4
Max credits per degree: 4
Format: LEC

TEAC 451K Learning and Teaching Principles and Practices: Career and Technical Education
Prerequisites: Admission to the Teacher Education Program; completion of 80 percent of subject-area course work with a 2.5 GPA or better.
Description: Theoretical issues in the area of teaching and learning as applied to the individual disciplines. Procedures for writing, selecting and organizing subject matter for instruction.
Credit Hours: 3-4
Min credits per semester: 3
Max credits per semester: 4
Max credits per degree: 4
Format: LEC

TEAC 451L Learning and Teaching Principles and Practices: Methods of Teaching Information Technology
Description: Theoretical issues in the area of teaching and learning as applied to the individual disciplines.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

TEAC 451O Learning and Teaching Principles and Practices: Marketing Education
Description: Theoretical issues in the area of teaching and learning as applied to the individual disciplines.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

TEAC 451N Learning and Teaching Principles and Practices: Secondary Language Arts
Crosslisted with: TEAC 851N
Prerequisites: Admission to the Teacher Education Program; completion of 80 percent of subject-area course work with a 2.5 GPA or better.
Description: Theoretical issues in the area of teaching and learning as applied to the individual disciplines.
Credit Hours: 3-4
Min credits per semester: 3
Max credits per semester: 4
Max credits per degree: 4
Format: LEC

TEAC 4510 Learning and Teaching Principles and Practices: Marketing Education
Description: Theoretical issues in the area of teaching and learning as applied to the individual disciplines.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
TEAC 451P Learning and Teaching Principles and Practices: Secondary Mathematics  
Crosslisted with: TEAC 851P  
Prerequisites: Admission to the Teacher Education Program; completion of 80 percent of subject-area course work with a 2.5 GPA or better.  
Description: Theoretical issues in the area of teaching and learning as applied to the individual disciplines. Innovative methodology and planning, teaching, and evaluating math lessons for diverse learners.  
Credit Hours: 3-4  
Min credits per semester: 3  
Max credits per semester: 4  
Max credits per degree: 4  
Format: LEC  
TEAC 452 Curriculum Principles and Practices  
Crosslisted with: TEAC 852  
Prerequisites: Admission to the Teacher Education Program; completion of 80 percent of subject-area course work with 2.5 GPA or better.  
Description: Focus on practical issues in the area of teaching and learning as applied to the individual disciplines.  
Credit Hours: 2-3  
Min credits per semester: 2  
Max credits per semester: 3  
Max credits per degree: 3  
Format: LEC  
TEAC 451R Learning and Teaching Principles and Practices: Secondary Modern Languages  
Crosslisted with: TEAC 851R  
Prerequisites: Admission to the Teacher Education Program; completion of 80 percent of subject-area course work with a 2.5 GPA or better.  
Description: Theoretical issues in the area of teaching and learning as applied to the individual disciplines.  
Credit Hours: 3-4  
Min credits per semester: 3  
Max credits per semester: 4  
Max credits per degree: 4  
Format: LEC  
TEAC 451V Learning and Teaching Principles and Practices: Secondary Science  
Crosslisted with: TEAC 851V  
Prerequisites: Admission to the Teacher Education Program; completion of 80 percent of subject-area course work with a 2.5 GPA or better.  
Parallel with TEAC 397V.  
Description: Theoretical issues in the area of teaching and learning as applied to the individual disciplines. Investigates issues in secondary science learning and teaching with emphasis on contextualized practice in each field as well as interdisciplinary approaches to planning, research, testing, laboratory safety, and the affective and cognitive needs of diverse learners.  
Credit Hours: 3-4  
Min credits per semester: 3  
Max credits per semester: 4  
Max credits per degree: 4  
Format: LEC  
TEAC 451W Learning and Teaching Principles and Practices: Secondary Social Science  
Crosslisted with: TEAC 851W  
Prerequisites: Admission to the Teacher Education Program; completion of 80 percent of subject-area course work with a 2.5 GPA or better.  
Description: Theoretical issues in the area of teaching and learning as applied to the individual disciplines.  
Credit Hours: 3-4  
Min credits per semester: 3  
Max credits per semester: 4  
Max credits per degree: 4  
Format: LEC  
TEAC 451I Learning and Teaching Principles and Practices Secondary Art  
Crosslisted with: TEAC 851I  
Description: Focus on practical issues in the area of teaching and learning as applied to the individual disciplines.  
Credit Hours: 2-3  
Min credits per semester: 2  
Max credits per semester: 3  
Max credits per degree: 3  
Format: LEC  
TEAC 451J Learning and Teaching Principles and Practices - Business Education  
Description: Focus on practical issues in the area of teaching and learning as applied to the individual disciplines.  
Credit Hours: 2-3  
Min credits per semester: 2  
Max credits per semester: 3  
Max credits per degree: 3  
Format: LEC  
TEAC 451M Learning and Teaching Principles and Practices - Industrial Education  
Description: Focus on practical issues in the area of teaching and learning as applied to the individual disciplines.  
Credit Hours: 2-3  
Min credits per semester: 2  
Max credits per semester: 3  
Max credits per degree: 3  
Format: LEC  
TEAC 451N Learning and Teaching Principles and Practices Secondary Language  
Crosslisted with: TEAC 851N  
Description: Focus on practical issues in the area of teaching and learning as applied to the individual disciplines.  
Credit Hours: 2-3  
Min credits per semester: 2  
Max credits per semester: 3  
Max credits per degree: 3  
Format: LEC  
TEAC 452I Curriculum Principles and Practices Secondary Art  
Description: Focus on practical issues in the area of teaching and learning as applied to the individual disciplines.  
Credit Hours: 2-3  
Min credits per semester: 2  
Max credits per semester: 3  
Max credits per degree: 3  
Format: LEC  
TEAC 452J Curriculum Principles and Practices - Business Education  
Description: Focus on practical issues in the area of teaching and learning as applied to the individual disciplines.  
Credit Hours: 2-3  
Min credits per semester: 2  
Max credits per semester: 3  
Max credits per degree: 3  
Format: LEC  
TEAC 452M Curriculum Principles and Practices - Industrial Education  
Description: Focus on practical issues in the area of teaching and learning as applied to the individual disciplines.  
Credit Hours: 2-3  
Min credits per semester: 2  
Max credits per semester: 3  
Max credits per degree: 3  
Format: LEC  
TEAC 452N Curriculum Principles and Practices Secondary Language  
Crosslisted with: TEAC 852N  
Description: Focus on practical issues in the area of teaching and learning as applied to the individual disciplines.  
Credit Hours: 2-3  
Min credits per semester: 2  
Max credits per semester: 3  
Max credits per degree: 3  
Format: LEC
TEAC 452R Curriculum Principles and Practices Secondary Modern Languages
Crosslisted with: TEAC 852R
Description: Focus on practical issues in the area of teaching and learning as applied to the individual disciplines.
Credit Hours: 2-3
Min credits per semester: 2
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

TEAC 452V Curriculum Principles and Practices Secondary Science
Crosslisted with: TEAC 852V
Description: Focus on practical issues in the area of teaching and learning as applied to the individual disciplines.
Credit Hours: 2-3
Min credits per semester: 2
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

TEAC 452W Curriculum Principles and Practices Secondary Social Science
Crosslisted with: TEAC 852W
Description: Focus on practical issues in the area of teaching and learning as applied to the individual disciplines.
Credit Hours: 2-3
Min credits per semester: 2
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

TEAC 453 The Middle Level Professional Methods
Prerequisites: Admission to the Teacher Education Program.
Description: Development of competence in planning, teaching, classroom management and assessment. Covers the scope, content, and organization of curriculum and instructional materials.
Credit Hours: 1-12
Min credits per semester: 1
Max credits per semester: 12
Max credits per degree: 12
Format: LEC

TEAC 453T The Middle Level Professional Methods: Reading
Description: Development of competence in planning, teaching, classroom management and assessment. Covers the scope, content, and organization of curriculum and instructional materials.
Credit Hours: 2
Max credits per semester: 2
Max credits per degree: 2
Format: LEC

TEAC 453P The Middle Level Professional Methods Math
Prerequisites: Must enroll in both TEAC 453P and TEAC 453T
Description: Development of competence in planning, teaching, classroom management and assessment. Covers the scope, content, and organization of curriculum and instructional materials.
Credit Hours: 2
Max credits per semester: 2
Max credits per degree: 2
Format: LEC

TEAC 453N The Middle Level Professional Methods: Language Arts
Description: Development of competence in planning, teaching, classroom management and assessment. Covers the scope, content, and organization of curriculum and instructional materials.
Credit Hours: 2
Max credits per semester: 2
Max credits per degree: 2
Format: LEC

TEAC 453I The Middle Level Professional Methods: Art
Description: Development of competence in planning, teaching, classroom management and assessment. Covers the scope, content, and organization of curriculum and instructional materials.
Credit Hours: 2
Max credits per semester: 2
Max credits per degree: 2
Format: LEC

TEAC 453A Literature in Education
Crosslisted with: TEAC 854
Description: Comparative analyses of literature and the role of the reader as meaning maker in educational settings.
Credit Hours: 3-9
Min credits per semester: 3
Max credits per semester: 9
Max credits per degree: 9
Format: LEC

TEAC 454 Literature in Education: Literary Response and Analysis
Crosslisted with: TEAC 854A
Description: Comparative analyses of literature and the role of the reader as meaning maker in educational settings.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

TEAC 454B Literature in Education: Multiethnic Literature for Children and Adolescents
Crosslisted with: TEAC 854B
Description: Comparative analyses of literature and the role of the reader as meaning maker in educational settings.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
TEAC 454E Literature in Education: Special Topics  
**Description:** Comparative analyses of literature and the role of the reader as meaning maker in educational settings.  
**Credit Hours:** 3  
**Max credits per semester:** 3  
**Max credits per degree:** 3  
**Format:** LEC

TEAC 480 Teaching with Technology  
**Crosslisted with:** TEAC 880  
**Description:** Survey and analysis of the application of technology to improve teaching. Research and related literature on learning, teaching and curriculum, and the critical application of technology and the development of teaching strategies.  
**Credit Hours:** 1-3  
**Min credits per semester:** 1  
**Max credits per semester:** 3  
**Max credits per degree:** 3  
**Format:** LEC

TEAC 480A Teaching with Technology: Survey of Instructional Technology  
**Crosslisted with:** TEAC 880A  
**Description:** Survey and analysis of the application of technology to improve teaching. Research and related literature on learning, teaching and curriculum, and the critical application of technology and the development of teaching strategies.  
**Credit Hours:** 1-3  
**Min credits per semester:** 1  
**Max credits per semester:** 3  
**Max credits per degree:** 3  
**Format:** LEC

TEAC 480B Teaching with Technology: Designing Instructional Technology K-12  
**Crosslisted with:** EDAD 880B, TEAC 880B  
**Description:** Survey and analysis of the application of technology to improve teaching. Research and related literature on learning, teaching and curriculum, and the critical application of technology and the development of teaching strategies.  
**Credit Hours:** 1-3  
**Min credits per semester:** 1  
**Max credits per semester:** 3  
**Max credits per degree:** 3  
**Format:** LEC

TEAC 480E Teaching with Technology: Instructional Technology in Mathematics  
**Crosslisted with:** TEAC 880E  
**Description:** Survey and analysis of the application of technology to improve teaching. Research and related literature on learning, teaching and curriculum, and the critical application of technology and the development of teaching strategies.  
**Credit Hours:** 1-3  
**Min credits per semester:** 1  
**Max credits per semester:** 3  
**Max credits per degree:** 3  
**Format:** LEC

TEAC 480J Teaching with Technology: Instructional Technology in Language Arts  
**Crosslisted with:** TEAC 880J  
**Description:** Survey and analysis of the application of technology to improve teaching. Research and related literature on learning, teaching and curriculum, and the critical application of technology and the development of teaching strategies.  
**Credit Hours:** 1-3  
**Min credits per semester:** 1  
**Max credits per semester:** 3  
**Max credits per degree:** 3  
**Format:** LEC

TEAC 480K Teaching with Technology: Instructional Technology in Science  
**Crosslisted with:** TEAC 880K  
**Description:** Survey and analysis of the application of technology to improve teaching. Research and related literature on learning, teaching and curriculum, and the critical application of technology and the development of teaching strategies.  
**Credit Hours:** 1-3  
**Min credits per semester:** 1  
**Max credits per semester:** 3  
**Max credits per degree:** 3  
**Format:** LEC

TEAC 480L Teaching with Technology: Instructional Technology in Social Sciences  
**Crosslisted with:** TEAC 880L  
**Description:** Survey and analysis of the application of technology to improve teaching. Research and related literature on learning, teaching and curriculum, and the critical application of technology and the development of teaching strategies.  
**Credit Hours:** 1-3  
**Min credits per semester:** 1  
**Max credits per semester:** 3  
**Max credits per degree:** 3  
**Format:** LEC

TEAC 480M Teaching with Technology: Technology Supported Assessment and Evaluation  
**Crosslisted with:** TEAC 880M  
**Description:** Survey and analysis of the application of technology to improve teaching. Research and related literature on learning, teaching and curriculum, and the critical application of technology and the development of teaching strategies.  
**Credit Hours:** 1-3  
**Min credits per semester:** 1  
**Max credits per semester:** 3  
**Max credits per degree:** 3  
**Format:** LEC

TEAC 480N Teaching with Technology: Web Teaching  
**Crosslisted with:** TEAC 880N  
**Description:** Survey and analysis of the application of technology to improve teaching. Research and related literature on learning, teaching and curriculum, and the critical application of technology and the development of teaching strategies.  
**Credit Hours:** 1-3  
**Min credits per semester:** 1  
**Max credits per semester:** 3  
**Max credits per degree:** 3  
**Format:** LEC
TEAC 480P Teaching with Technology: Special Topics
Crosslisted with: TEAC 880P
Description: Survey and analysis of the application of technology to improve teaching. Research and related literature on learning, teaching and curriculum, and the critical application of technology and the development of teaching strategies.
Credit Hours: 1-3
Min credits per semester: 1
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

TEAC 482 Instructional Applications of Computers-Practicum
Crosslisted with: TEAC 882
Prerequisites: Permission.
Description: A task-oriented practicum for the demonstration of fluency with advanced technology and the application of instructional design to the development of educational resources. Supervised tasks centered experiences.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 15
Format: LEC

TEAC 482D Artificial Intelligence, and APIs in the Design of Learning Experiences
Crosslisted with: TEAC 882D
Description: Task-oriented practicum for the demonstration of fluency with advanced technology and the application of instructional design to the development of educational resources. Supervised task-centered experiences.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

TEAC 490 Workshop Seminar
Credit Hours: 1-12
Min credits per semester: 1
Max credits per semester: 12
Max credits per degree: 12
Format: LEC

TEAC 491 Professional Practicum in Postsecondary Education
Prerequisites: Permission.
Description: Supervised teaching experiences at postsecondary or adult levels, in public or private schools or agencies.
Credit Hours: 1-10
Min credits per semester: 1
Max credits per semester: 10
Max credits per degree: 10
Format: FLD

TEAC 495 Independent Study
Credit Hours: 1-6
Min credits per semester: 1
Max credits per semester: 6
Max credits per degree: 6
Format: IND

TEAC 496 Problems in Secondary Education
Prerequisites: Permission.
Description: Opportunities for experienced teachers and administrators to develop plans, procedures, or experiments directed to the improvement of the curriculum or administration of the secondary school.
Credit Hours: 1-6
Min credits per semester: 1
Max credits per semester: 6
Max credits per degree: 6
Format: LEC

TEAC 497A Student Teaching Elementary (K-6)
Prerequisites: Admission by application; completion of all required methods courses and practica with minimum grades of C+ (2.33) per course.
Description: Supervised teaching experiences in schools. Accompanying seminar focuses on: teacher certification, teacher and student rights and responsibilities, proper conduct of teachers, selected legal aspects of education, methods of communicating with parents and community members, and current issues which impact education.
Credit Hours: 1-10
Min credits per semester: 1
Max credits per semester: 10
Max credits per degree: 10
Format: FLD

TEAC 497B Student Teaching Elementary Art
Prerequisites: Admission by application; completion of all required methods courses and practica with minimum grades of C+ (2.33) per course.
Description: Supervised teaching experiences in schools. Accompanying seminar focuses on: teacher certification, teacher and student rights and responsibilities, proper conduct of teachers, selected legal aspects of education, methods of communicating with parents and community members, and current issues which impact education.
Credit Hours: 1-10
Min credits per semester: 1
Max credits per semester: 10
Max credits per degree: 10
Format: FLD

TEAC 497E Student Teaching English as a Second Language
Prerequisites: Admission by application; completion of all required methods courses and practica with minimum grades of C+ (2.33) per course.
Description: Supervised teaching experiences in schools. Accompanying seminar focuses on: teacher certification, teacher and student rights and responsibilities, proper conduct of teachers, selected legal aspects of education, methods of communicating with parents and community members, and current issues which impact education.
Credit Hours: 1-14
Min credits per semester: 1
Max credits per semester: 14
Max credits per degree: 14
Format: FLD
TEAC 497G Student Teaching Elementary Foreign Language
Prerequisites: Admission by application; completion of all required methods courses and practica with minimum grades of C+ (2.33) per course.
Description: Supervised teaching experiences in schools. Accompanying seminar focuses on: teacher certification, teacher and student rights and responsibilities, proper conduct of teachers, selected legal aspects of education, methods of communicating with parents and community members, and current issues which impact education.
Credit Hours: 1-10
Min credits per semester: 1
Max credits per semester: 10
Max credits per degree: 10
Format: FLD

TEAC 497I Student Teaching Secondary Art
Prerequisites: Admission by application; completion of all required methods courses and practica with minimum grades of C+ (2.33) per course.
Description: Supervised teaching experiences in schools. Accompanying seminar focuses on: teacher certification, teacher and student rights and responsibilities, proper conduct of teachers, selected legal aspects of education, methods of communicating with parents and community members, and current issues which impact education.
Credit Hours: 1-10
Min credits per semester: 1
Max credits per semester: 10
Max credits per degree: 10
Format: FLD

TEAC 497J Student Teaching - Secondary Business Education
Prerequisites: Admission by application; completion of all required methods courses and practica with minimum grades of C+ (2.33) per course.
Description: Supervised teaching experiences in schools. Accompanying seminar focuses on: teacher certification, teacher and student rights and responsibilities, proper conduct of teachers, selected legal aspects of education, methods of communicating with parents and community members, and current issues which impact education.
Credit Hours: 1-10
Min credits per semester: 1
Max credits per semester: 10
Max credits per degree: 10
Format: FLD

TEAC 497M Student Teaching: Secondary Industrial Education
Description: Supervised teaching experiences in schools. Accompanying seminar focuses on: teacher certification, teacher and student rights and responsibilities, proper conduct of teachers, selected legal aspects of education, methods of communicating with parents and community members, and current issues which impact education.
Credit Hours: 1-10
Min credits per semester: 1
Max credits per semester: 10
Max credits per degree: 10
Format: FLD

TEAC 497N Student Teaching: Secondary Language Arts
Prerequisites: Admission by application; completion of all required methods courses and practica with minimum grades of C+ (2.33) per course.
Description: Supervised teaching experiences in schools. Accompanying seminar focuses on: teacher certification, teacher and student rights and responsibilities, proper conduct of teachers, selected legal aspects of education, methods of communicating with parents and community members, and current issues which impact education.
Credit Hours: 1-10
Min credits per semester: 1
Max credits per semester: 10
Max credits per degree: 10
Format: FLD

TEAC 497O Student Teaching: Secondary Marketing Education
Prerequisites: Admission by application; completion of all required methods courses and practica with minimum grades of C+ (2.33) per course.
Description: Supervised teaching experiences in schools. Accompanying seminar focuses on: teacher certification, teacher and student rights and responsibilities, proper conduct of teachers, selected legal aspects of education, methods of communicating with parents and community members, and current issues which impact education.
Credit Hours: 1-10
Min credits per semester: 1
Max credits per semester: 10
Max credits per degree: 10
Format: FLD

TEAC 497P Student Teaching Secondary Mathematics
Prerequisites: Admission by application; completion of all required methods courses and practica with minimum grades of C+ (2.33) per course.
Description: Supervised teaching experiences in schools. Accompanying seminar focuses on: teacher certification, teacher and student rights and responsibilities, proper conduct of teachers, selected legal aspects of education, methods of communicating with parents and community members, and current issues which impact education.
Credit Hours: 1-10
Min credits per semester: 1
Max credits per semester: 10
Max credits per degree: 10
Format: FLD

TEAC 497Q Student Teaching Middle School
Prerequisites: Admission by application; completion of all required methods courses and practica with minimum grades of C+ (2.33) per course.
Description: Supervised teaching experiences in schools. Accompanying seminar focuses on: teacher certification, teacher and student rights and responsibilities, proper conduct of teachers, selected legal aspects of education, methods of communicating with parents and community members, and current issues which impact education.
Credit Hours: 1-10
Min credits per semester: 1
Max credits per semester: 10
Max credits per degree: 10
Format: FLD
TEAC 497R Student Teaching Secondary Modern Language  
**Prerequisites:** Admission by application; completion of all required methods courses and practica with minimum grades of C+ (2.33) per course.  
**Description:** Supervised teaching experiences in schools. Accompanying seminar focuses on: teacher certification, teacher and student rights and responsibilities, proper conduct of teachers, selected legal aspects of education, methods of communicating with parents and community members, and current issues which impact education.  
Credit Hours: 1-10  
Min credits per semester: 1  
Max credits per semester: 10  
Max credits per degree: 10  
Format: FLD

TEAC 497V Student Teaching Secondary Science  
**Prerequisites:** Admission by application; completion of all required methods courses and practica with minimum grades of C+ (2.33) per course.  
**Description:** Supervised teaching experiences in schools. Accompanying seminar focuses on: teacher certification, teacher and student rights and responsibilities, proper conduct of teachers, selected legal aspects of education, methods of communicating with parents and community members, and current issues which impact education.  
Credit Hours: 1-10  
Min credits per semester: 1  
Max credits per semester: 10  
Max credits per degree: 10  
Format: FLD

TEAC 497W Student Teaching Secondary Social Science  
**Prerequisites:** Admission by application; completion of all required methods courses and practica with minimum grades of C+ (2.33) per course.  
**Description:** Supervised teaching experiences in schools. Accompanying seminar focuses on: teacher certification, teacher and student rights and responsibilities, proper conduct of teachers, selected legal aspects of education, methods of communicating with parents and community members, and current issues which impact education.  
Credit Hours: 1-10  
Min credits per semester: 1  
Max credits per semester: 10  
Max credits per degree: 10  
Format: FLD

TEAC 497Y Student Teaching Mainstreaming  
**Description:** Supervised teaching experiences in schools. Accompanying seminar focuses on: teacher certification, teacher and student rights and responsibilities, proper conduct of teachers, selected legal aspects of education, methods of communicating with parents and community members, and current issues which impact education.  
Credit Hours: 1  
Max credits per semester: 1  
Max credits per degree: 1  
Format: FLD

TEAC 497Z Student Teaching Multicultural  
**Crosslisted with:** NUTR 497Z, SPED 497Z  
**Description:** Supervised teaching experiences in schools. Accompanying seminar focuses on: teacher certification, teacher and student rights and responsibilities, proper conduct of teachers, selected legal aspects of education, methods of communicating with parents and community members, and current issues which impact education.  
Credit Hours: 1  
Max credits per semester: 1  
Max credits per degree: 1  
Format: FLD

TEAC 498 Problems in Elementary Education  
**Crosslisted with:** TEAC 898  
**Prerequisites:** Permission.  
**Description:** Opportunities to develop plans, procedures, experiments, and models directed to the improvement of elementary school education on an independent study basis.  
Credit Hours: 2-3  
Min credits per semester: 2  
Max credits per semester: 3  
Max credits per degree: 3  
Format: LEC

TEAC 499H Honors Thesis  
**Prerequisites:** Good standing in the University Honors Program or by invitation.  
**Description:** Conduct a scholarly research project and write a University Honors Program or undergraduate thesis.  
Credit Hours: 3  
Max credits per semester: 3  
Max credits per degree: 3  
Format: IND

**PLEASE NOTE**  
This document represents a sample 4-year plan for degree completion with this major. Actual course selection and sequence may vary and should be discussed individually with your college or department academic advisor. Advisors also can help you plan other experiences to enrich your undergraduate education such as internships, education abroad, undergraduate research, learning communities, and service learning and community-based learning.

**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**

- Teacher, Crete Public Schools - Crete NE  
- Family & Consumer Sciences Teacher, Nebraska City Middle School - Nebraska City NE  
- Family Consumer Science Teacher, Omaha Public Schools - Omaha NE  
- Family Consumer Science Teacher, Elmwood Murdock Public Schools - Murdock NE  
- FCS Teacher (9-12), Beatrice Public Schools - Beatrice NE  
- Family & Consumer Sciences Teacher (7-12), Centennial Public School - Utica NE  
- Family & Consumer Science Teacher, Millard Public Schools - Omaha NE
• Family & Consumer Science Teacher 7-12, Weeping Water Public Schools - Weeping Water NE
• FCS Teacher, Rock Island/Milan School District -