INCLUSIVE EARLY CHILDHOOD EDUCATION (BIRTH-GRADE 3)

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

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

General Information
The College 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 UNL 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 course work and may require additional semesters of course work. 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. Completion of at least 30 credit hours of college credit with a minimum 2.75 cumulative GPA.
2. Completion of the following courses with a grade of C+ or above:
   - TEAC 331 School and Society
   - Select one of the following:
     - CYAF 271 Infancy
     - & CYAF 271L Infancy Laboratory
     - CYAF 210 Applied Methods of Social Emotional Development and Guidance
     - & CYAF 210L and Applied Methods of Social Emotional Development and Guidance
     - SPED 201 Introduction to Special Education
   - TEAC 297A Professional Practicum Experiences II
     - Elementary 1-4
   - Select one of the following communication studies course:
     - COMM 209 Public Speaking
     - COMM 210 Communicating in Small Groups
     - COMM 283 Interpersonal Communication
     - COMM 286 Business and Professional Communication
     - ALEC 102 Interpersonal Skills for Leadership
3. 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.
4. Completion and submission of the Teacher Education Program application form and documentation of practica experiences.
5. Completion of a formal criminal history review, for CEHS, by the vendor approved by CEHS (fee required).
Admission to Student Teaching
All students who are candidates for an appropriately endorsed Nebraska Teacher’s Certificate, are required to student teach. The basic program for student teaching provides for a full-day experience for an entire semester. Students enrolled in the Inclusive Early Childhood Education Program will complete separate requirements for student teaching in both the Elementary Education (K-3) and Preschool Areas. Admission to student teaching requires the following:

1. Admission to the Inclusive Early Childhood Education program.
2. A minimum 2.75 cumulative GPA on a 4.0 scale.
3. A minimum 2.5 GPA in pre-professional and professional education courses and no grade below a C in pre-professional education courses and no grade below a C+ in professional education courses.
4. Minimum grade point average of 2.5 in the endorsement area with no grade below C.
5. All endorsement, pre-professional and professional education course work 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. No additional course work 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.
6. 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.

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 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.

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.

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. Students apply for the teaching certificate online at www.education.ne.gov/tcert/ (http://www.education.ne.gov/tcert) and apply for the baccalaureate degree online through MyRED at https://myred.nebraska.edu.

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 2.5 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
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 a grade of D-, D, D+, C-, however, are encouraged to retake the course.
- Grades earned outside the University of Nebraska system 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 transfer 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.

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

Each student with MyRED access must submit an online Application for Graduation via MyRED for each degree to be received by:
- The last Friday in January for May graduation
- The last Friday in June 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
Majors in inclusive early childhood education will be able to:

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

Major Requirements

Endorsement Requirements

ACE Requirements

ACE 1.
Select one of the following: 3
- ENGL 150 Writing and Inquiry
- ENGL 151 Writing and Argument
- ENGL 254 Writing and Communities

ACE 2.
- TEAC 259 Instructional Technology 3

ACE 3. (Supporting Courses)
- MATH 203 Contemporary Mathematics 3
  or STAT 218 Introduction to Statistics

ACE 4.
Select one of the following: 3-4
- ENTO 115 Insect Biology
  & ENTO 116 and Insect Identification
- NRES 108 Earth's Natural Resource Systems Laboratory
- METR 100 Weather and Climate
- ANTH 242 Introduction to Biological Anthropology
  & ANTH 242L and Introduction to Biological Anthropology Laboratory
- BIOS 101 General Biology
  & BIOS 101L and General Biology Laboratory
- CHEM 105 Chemistry in Context I
- CHEM 109 General Chemistry I
- GEOL 101 Dynamic Earth

ACE 5.
Select one of the following: 3
- ENGL 230A Shakespeare
- ENGL 231 English Authors after 1800
- ENGL 260 American Literature before 1865
- ENGL 261 American Literature since 1865
- ENGL 305A The Novel 1700-1900

ACE 6.
- CYAF 160 Human Development and the Family (Pre-Professional Requirement) 3

ACE 7. 3

ACE 8.
- TEAC 331 School and Society (Pre-Professional Requirement) 3

ACE 9.
- TEAC 330 Multicultural Education (Pre-Professional Requirement) 3

ACE 10.
- TEAC 403A Student Teaching Capstone Seminar (Professional Requirement) 3

Credit Hours Subtotal: 30

Pre-Professional Education Requirements

NUTR 100 Healthy Living 3
- TEAC 297A Professional Practicum Experiences II Elementary (Pass/No Pass only) 2

Credit Hours Subtotal: 5

Professional Content/Endorsement Requirements

CYAF 210 & CYAF 210L Applied Methods of Social Emotional Development and Guidance 3
- CYAF 271 & CYAF 271L Infancy and Infancy Laboratory 4
- CYAF 380 Working with Families in Communities and Schools 3
- CYAF 474 Assessment in Early Childhood 3
- CYAF 371 & CYAF 371L Methods of Working with Infants in Programs and Communities and Working with Infants in Programs & Communities Practicum 3
- CYAF 374 & CYAF 374L Curriculum Planning in Early Childhood Education and Curriculum Planning in Early Childhood Education Laboratory 4
- MATH 300 Mathematics Matters 3
- TEAC 302 Children's Literature 3
- TEAC 305 The Arts in the Elementary School Curriculum 3
- TEAC 416A Literacy Methods for the Primary Student: K to 3rd 3
- TEAC 416B Social Studies and Science Methods for the Primary Student: K to 3rd 3
- TEAC 416D Inclusive Early Childhood Mathematics Methods for the Primary Student: K to 3rd 3
Professional Practicum Experience III: Unified Primary K-3
Introduction to Special Education
Early Childhood Special Education
Directed Field Experience: Inclusion
Instructional Methods for Students with Mathematics Learning Disabilities
Reading and Writing Disabilities: Elementary Students
Practicum in Reading and Writing Disabilities-Elementary
Behavior Management
Early Intervention Principles & Practices for Infants/Toddlers with Developmental Delays/Disabilities

Credit Hours Subtotal: 61

Student Teaching Requirements

Student Teaching in Early Childhood Education: Preschool
Student Teaching Elementary (K-6)
Student Teaching with Infants and/or Preschool Children with Disabilities

Credit Hours Subtotal: 22

Electives

Select 1-2 hours of Electives
Recommended:

Educational Program for Kindergarten Children
Literacy Methods for Young Children

Credit Hours Subtotal: 2

Total Credit Hours: 120

ACE Requirements

All UNL students will be required to complete a minimum of 3 hours of approved course work 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 Rules

C- and D Grades
All courses must be a C or above. All methods course must be a C+ or above.

Grade Requirements in Education Programs

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

Transfer Grades

Up to 9 hours of transfer credit with grades below C may be applied to the General Education requirements and elective classes in programs leading to the undergraduate degree in teacher preparation. Transfer grades of C- and D may not be used in the major/endorsement area courses or in the professional courses in teacher preparation programs.

Pass/No Pass Grade Option–for Education Students

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

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

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

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.

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
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
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Description</th>
<th>Credit Hours</th>
<th>Max credits per semester:</th>
<th>Max credits per degree:</th>
<th>Format:</th>
<th>Prerequisite for:</th>
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</thead>
<tbody>
<tr>
<td>CYAF 270</td>
<td>Development of the Preschool Child</td>
<td>Parallel CYAF 270L</td>
<td>Growth and behavior related to the preschool years, ages two through five.</td>
<td>2</td>
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<tr>
<td>CYAF 270L</td>
<td>Development of the Preschool Child-Laboratory</td>
<td>Parallel CYAF 270</td>
<td>Observation of and participation in the care and guidance of preschool children.</td>
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<td>LAB</td>
<td>CYAF 270</td>
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<tr>
<td>CYAF 271</td>
<td>Infancy</td>
<td>Parallel CYAF 271L</td>
<td>Human growth and behavior from conception to three years of age.</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>LEC</td>
<td>CYAF 371; CYAF 371L; SPED 461</td>
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<tr>
<td>CYAF 271L</td>
<td>Infancy Laboratory</td>
<td>Parallel CYAF 271</td>
<td>Human growth and behavior from conception to three years of age.</td>
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<td>CYAF 371; CYAF 371L</td>
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<tr>
<td>CYAF 280</td>
<td>Family Science</td>
<td>CYAF 203, CYAF 204, and CYAF 306</td>
<td>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.</td>
<td>3</td>
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<td>LEC</td>
<td>CYAF 382</td>
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<tr>
<td>CYAF 285</td>
<td>Dating and Couple Relationships</td>
<td>CYAF 382</td>
<td>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.</td>
<td>3</td>
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<td>LEC</td>
<td>CYAF 305</td>
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<tr>
<td>CYAF 297J</td>
<td>Professional Practicum Experience I</td>
<td>Admission to the FCS Education program</td>
<td>Guided observations in schools offering programs for FCS Education</td>
<td>1-4</td>
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<tr>
<td>CYAF 299H</td>
<td>Honors: Independent Study</td>
<td>Good standing in the University Honors Program or by invitation; College of Education and Human Sciences honor program student; and a major in one of the Human Sciences areas</td>
<td>Human growth and behavior from conception to three years of age.</td>
<td>1-5</td>
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<tr>
<td>CYAF 301</td>
<td>ECEMS-Assessing Young Children and their Environments to Enhance Development</td>
<td>CYAF 203, CYAF 204, and CYAF 306</td>
<td>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.</td>
<td>3</td>
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<td>LEC</td>
<td>CYAF 305</td>
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<tr>
<td>CYAF 302</td>
<td>ECEMS - Development of Curriculum for Children ages Birth to 3</td>
<td>CYAF 203, CYAF 204, and CYAF 306</td>
<td>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.</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>LEC</td>
<td>CYAF 305</td>
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</table>
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 307 ECEMS - Practicum I

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 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 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 378 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. Requires a completed contract form before registering.
Description: Individual problems and readings in current literature under the direction of a faculty member in the department.
Credit Hours: 1-6
Min credits per semester: 1
Max credits per semester: 6
Max credits per degree: 6
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
ACE: 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

CYAF 408 ECEMS - Technology and Young Children
Prerequisites: Admission to the ECEMS Program
Description: Discover how electronic technology impacts the development of young children in educational, home, and community environments, and how technology can be used to enhance teaching and learning. Learn to be critical thinkers and informed consumers of technology related to young children.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

CYAF 409 Working with Families
Prerequisites: Admission to the ECEMS Program
Description: Focuses on application of an ecological model to the understanding of variation in parental roles, perspectives, approaches, and challenges. Overview of effective communication strategies and parent education programs.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

CYAF 410 ECEMS - Practicum III, Capstone Experience
Prerequisites: CYAF 305
Description: Fifteen week practicum experience to demonstrate practical application of developmentally appropriate early childhood teaching techniques and skills, actual teaching experience and developmental feedback. Observation and evaluation of classroom experiences, environmental design, classroom management, and parent communication.
Credit Hours: 6
Max credits per semester: 6
Max credits per degree: 6
Format: LAB
ACE: ACE 10 Integrated Product

CYAF 416 Educational Programming
Crosslisted with: CYAF 816
Prerequisites: Junior standing
Description: Planning and implementing developmentally appropriate educational experiences for a variety of audiences in non-formal settings.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
Inclusive Early Childhood Education (Birth-Grade 3)

CYAF 446 Addictions and Families
Crosslisted with: CYAF 846, CYAF 446H
Description: Introduction to addictions from a family systems perspective: theories; behavioral patterns; physiological, psychological and social impacts on individuals and the family; and implications for interventions and treatment.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

CYAF 446H Addictions and Families
Crosslisted with: CYAF 446, CYAF 846
Description: Introduction to addictions from a family systems perspective: theories; behavioral patterns; physiological, psychological and social impacts on individuals and the family; and implications for interventions and treatment.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

CYAF 447 Working with Gay, Lesbian, Bisexual and Transgender (GLBT) Youth in Professional Context
Crosslisted with: CYAF 847, WMNS 847, WMNS 447
Description: 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.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

CYAF 451 Learning and Teaching Principles and Practice in Family and Consumer Sciences
Crosslisted with: CYAF 851
Prerequisites: Admission to the Family and Consumer Sciences Secondary Teacher Education Program; completion of 80% of subject area coursework with a 2.5 GPA or better; parallel CYAF 297J (1 cr) or CYAF 894J (1 cr)
Description: Theoretical issues in the area of teaching and learning as applied in Family and Consumer Sciences. Development of middle and secondary education curriculum in Family and Consumer Sciences using student-centered, interactive methods of instruction.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

CYAF 452 Curriculum Principles and Practices in Family and Consumer Sciences
Crosslisted with: CYAF 852
Prerequisites: Admission to the Family and Consumer Sciences Secondary Teacher Education Program; completion of 80% of subject area coursework with a 2.5 GPA or better; CYAF 451/851; parallel CYAF 397J (1 cr) or CYAF 894J (1 cr)
Description: Practical issues in the area of teaching and learning as applied to Family and Consumer Sciences. Develop teaching and/or learning plans for teaching Family and Consumer Sciences. Analyze classroom management practices and develop plans for assessment.
Credit Hours: 4
Max credits per semester: 4
Max credits per degree: 4
Format: LEC

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 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
Prerequisite for: SPED 362

CYAF 476 Cognitive Processes in Children
Crosslisted with: CYAF 876
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
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: LEC

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: 3
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 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 theory 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 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 497 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

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