

Secondary Graduate Teacher Certification Program

About the Program

For more than a century, Concordia University Nebraska has been a leader in the field of teacher education. Continuing in that tradition, the CUNE Board of Regents approved an online Graduate Secondary Education Certification Program in January 2009 to provide an alternative certification route for non-education majors to enter the teaching profession at the secondary level.

This online post-baccalaureate certification program is available to those who already have a bachelors or masters degree in an area offered by Concordia University and certifiable by the Nebraska Department of Education and who meet program entrance requirements.

The program received the approval of the Nebraska Department of Education in February 2009, and meets Title 92 Rule 20 and 24 Rules and Regulations for Nebraska secondary certificate endorsements.

Program Structure

The secondary certification program has been designed for working adults who already have a Bachelors or Masters degree in a certifiable area and are seeking to change careers, those who may be in the education field but are not certified, and recent college graduates who would like to continue their education in the teaching profession.

The program is cohort-based and offered online in an advanced, accelerated format. A commitment of a year and a half is expected to work through the program. The academic course work will be completed in approximately 12 months. Each course is five weeks long, and the program is sequential. Due to the format of this program, students will not have a choice in the order in which they complete the required courses. Each cohort will have a schedule of classes that all students follow. Each course must be completed on time with a grade of B or higher in order to move on with the cohort.

The program consists of ten required courses (30 credits). **NOTE:** Transfer credits may NOT be used to satisfy these requirements. A cohort of 15-20 students is accepted into the program each spring and fall.

Each cohort works together online through the ten courses. You can expect to spend 20-25 hours per week on the course work. Students in certification programs are also required to complete pre-service teaching requirements, and to develop and maintain a teaching portfolio. Both requirements have been built into the curriculum.

Students in the program earn graduate credits that can be applied toward a Masters degree in Curriculum and Instruction.

Students who successfully complete the academic course work must also complete an entire semester of student teaching during which time they cannot continue in a full-time job.

Courses in the program:

EDUC 502 Foundations and Philosophy of Education (3 credits)
EDUC 503 Educational Psychology (3 credits)
EDUC 504 Principles of Middle School Pedagogy (3 credits)
EDUC 505 Principles of High School Pedagogy (3 credits)
EDUC 506 Integrating Technology into the Classroom (3 credits)
EDUC 507 Reading and Writing Across the Curriculum (3 credits)
EDUC 508 Multiculturalism, Exceptionality and Human Relations in a Pluralistic Society (3 credits)
EDUC 510 Educational Assessments: Tests and Measures (3 credits)
EDUC 511 Introduction to Special Learner Populations and the Law
EDUC 512 Professional Ethics and the Law (3 credits)

Content Methods - 2 undergraduate credits
Student Teaching - 10 undergraduate credits

Upon completion of the certification program, participants may continue and complete their Masters degree by taking an additional 9 graduate credits with an EDUC prefix for a total of 39 graduate credits. The Masters program must be completed within five years of the initial start of the certification program.

Option 1

Research Methods
Thesis Completion/or Project
1 additional 3 credit graduate elective EDUC-prefixed course

Option 2

3 EDUC-prefixed graduate elective courses

EDUC 502 Foundations and Philosophy of Education

Examines key elements of the education profession and evaluates current trends, issues, and approaches in professional education programs. The course also provides an overview of the historical, philosophical, and social foundations underlying the development and purpose of American education and explores the ideas of key educators and the interaction between the public's ideals and the realities of schools including the political, economic, social and legal foundations of education in effective schools.

EDUC 503 Educational Psychology

Explores the psychology of learning. As an interdisciplinary blend of psychology and education, it addresses both theoretical and practical issues. As a branch of psychology, it investigates the science of human behavior, especially the behaviors connected to development and learning. This course will focus on how theoretical and empirical knowledge about human cognition and learning can be applied in middle and high schools.

EDUC 504 Principles of Middle School Pedagogy

Examines curricular and instructional strategies for middle school grades 5-8. Interdisciplinary curriculum, personalization of learning, instructional technologies, and other teaching strategies for the early adolescent are discussed, modeled and practiced.

EDUC 505 Principles of High School Pedagogy

Examines the different types of secondary schools and their structure/organization, the implications of federal and state legislation on school systems as it pertains to student instruction, and effective characteristics of secondary student instruction. The course emphasizes instructional analysis, standards-based lesson plan and unit plan construction, instructional strategy selection, and classroom management implications.

EDUC 506 Integrating Technology in the Classroom

Integrating Technology in the Classroom is an introductory computer course for educators. Students will finish the course with a solid understanding of educational technology, including how to use computers, how to access and evaluate information on the World Wide Web, how to integrate computers and educational technology into the classroom, understanding today's digital generation, becoming familiar with the National Technology Standards for students and teachers, and learning how to effectively use Web pages, blogs, and wikis in their personal and professional lives.

EDUC 507 Reading and Writing Across the Curriculum

Will show students how to incorporate reading, including study skills; writing; speaking; listening; research and inquiry, and technology and media into specific content areas. This course will examine theories and practices in reading comprehension, instructional strategies and communication skills that assist students in becoming mature readers.

EDUC 508 Multiculturalism, Exceptionality and Human Relations in a Pluralistic Society

Multiculturalism, Exceptionality and Human Relations in a Pluralistic Society will increase student knowledge and awareness related to issues of multiculturalism and exceptionality. The course will also provide students with socio-historical global perspectives for the study of culture including race, ethnicity, religion, language, gender, sexual orientation, socio-economic status and age in an increasingly diverse world. Students will be challenged to reflect both individually and collectively on the multiple meanings of diversity, exceptionality and multiculturalism in American education and society with a focus on positive human relations.

EDUC 510 Educational Assessments: Tests and Measures

Provides an in-depth understanding of formal and informal student assessment including assessment design and analysis. Emphasis is placed on incorporating effective student assessment into the planning and delivery of instruction, understanding and implementing standardized achievement tests, and utilizing teacher-made and commercial assessment tools.

EDUC 511 Introduction to Special Learner Populations and the Law

Focuses on issues related to the characteristics of special needs populations on both ends of the academic spectrum, classroom strategies for instruction of special needs populations and litigation resulting in the mandated provision of services for children with special needs. The course will also look at development and adaptation of materials, media and procedures, specific modifications and accommodations, and classroom organization/management. The course also places an emphasis on understanding and informed use of assessment data, and community involvement and collaboration.

EDUC 512 Professional Ethics and the Law

Emphasizes the integrity of the teaching profession, including both building and modeling character and a Christian value system. The course will look at the judicial system and major federal and state court decisions that have affected or influenced education, ethical considerations of the teaching profession, procedures for obtaining a license and teaching position, and other practical issues for teachers.