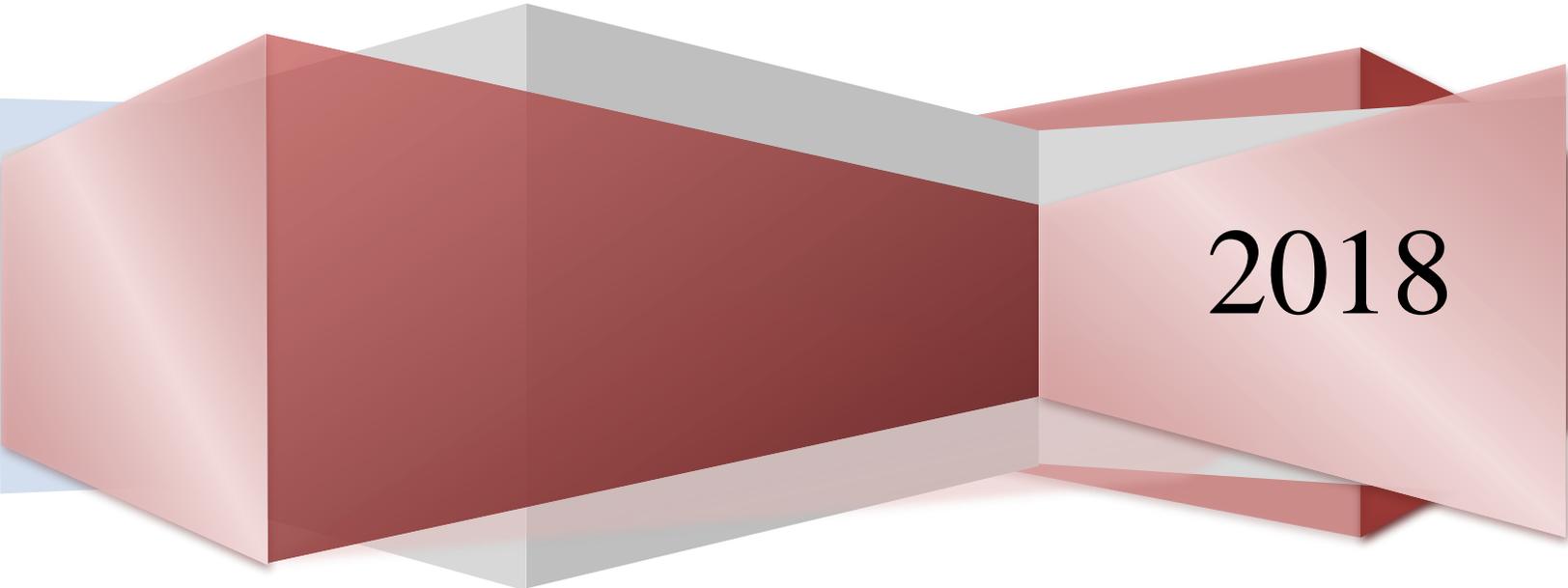


**Creighton**  
**UNIVERSITY**  
**Department of Education**

**ELEMENTARY EDUCATION HANDBOOK**  
**Graduate Program**



**2018**

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## PURPOSE OF THE HANDBOOK

The purpose of this handbook is to provide graduate students with information about the graduate elementary education program and about policies and procedures used in the Education Department. This handbook provides only a portion of the information necessary for success in one's graduate studies. An understanding of the Creighton University Graduate Bulletin and **regular consultation with faculty advisors** are essential elements for successful completion of a graduate program in elementary education. Please note that the University retains the right to make program changes at any time.

## PROFESSIONAL EDUCATOR PREPARATION

### In the Jesuit Tradition

The Education Department at Creighton University finds its inspiration, direction, and ultimate uniqueness in the legacy of St. Ignatius and the time-honored educational tradition of the Society of Jesus (Jesuits).

#### Ignatian Vision and Spirituality

St. Ignatius of Loyola (1491-1556) lived as a knight in Spain until a cannon ball shattered his leg in a battle with the French. As he recuperated, he read the only two books available – *The Lives of the Saints* and *The Life of Christ*. Ignatius experienced the beginnings of a spiritual conversion. At that time, Ignatius began developing a spirituality from which he wrote the *Spiritual Exercises*. Chronicling Ignatius's relationship with God, the *Spiritual Exercises* encapsulate the essentials of Ignatian spirituality.

Ignatian spirituality springs from a positive vision of the world and humanity. Ignatian spirituality is world-affirming in the sense that Ignatius believed one could "find God in all things." Ignatian spirituality is humanity-affirming in the sense that each human is loved by God in a personal way. Both human and divine, Jesus Christ embodies human perfection and therefore serves as a model for Christians. Following Jesus' example, Ignatius spent his life searching for ways to make his response to God's love "of greater value" "for the greater glory of God." Ignatius and his companions formed a community to serve God by serving others, primarily through educational ministry. Lastly, Ignatian spirituality believes that people and communities should make decisions through a process of prayerful reflection, or discernment. Ignatius wrote the *Spiritual Exercises* to serve as a guide for personal and social transformation that will result in a just world that lives in peace.

#### Jesuit Educational Tradition

In 1540, St. Ignatius and his companions gained approval from Pope Paul III to form a religious order of men, whose name became the Society of Jesus (Jesuits). Even though the Jesuits did not originally plan to operate schools, they soon discerned that they could best serve God and the Church through the apostolate of education. That is to say, formal education was viewed as the most effective means for helping young people encounter God and respond to His call. Through the centuries, the Jesuits became widely known throughout the world for being outstanding educators. Creighton University, one of 28 Jesuit colleges and universities in the United States, shares the educational legacy of the Jesuits that began more than 450 years ago.

#### Education Department Charisms

Faithful to the Jesuit educational tradition that is rooted in Ignatian spirituality as expressed in the *Spiritual Exercises*, the Department of Education at Creighton University invites students to consider the education profession as a vocation or call from God. In doing so, the Department of Education encourages students to develop charisms.

Charisms are special gifts of the Holy Spirit, or God-given graces that characterize an individual or group and are used to contribute to the common good or build the Kingdom of God on earth. Conceptualized another way, charisms might be considered spiritually inspired core values and characteristics. The charisms that guide the formation of professional

educators in the Department of Education at Creighton University spring from Ignatian spirituality and Jesuit educational tradition. Put simply, our charisms are derived from Ignatian and Jesuit charisms.

Continuing the Jesuit educational tradition, the Department of Education at Creighton University strives to produce educators for public, Catholic, and other private schools who bring to their school communities distinctive gifts that are rooted in the Ignatian vision of the world and humanity and the Jesuit educational tradition.

**Education of the Whole Person:** Jesuit and Catholic tradition views education holistically and emphasizes formation of the total person – mind, heart, body, and soul. Total formation includes the intellectual, social, emotional, physical, and spiritual/ethical/moral dimensions. On the spiritual plan, Jesuit education encourages and “challenges students to reflect on transcendent values, including their relationship with God” (Creighton University Mission Statement). In addition, Jesuit education seeks to help each person discover the sacred in human experience and human beings and creation – to “find God in all things.”

### **Cura Personalis:**

Latin for “care of the person,” *cura personalis* refers to personal concern for the individual and “**education of the whole person.**” Believing that education takes place within the context of caring relationships, our students are encouraged to develop an ethic of care that promotes personal interaction and respect for others. An educator who demonstrates *cura personalis* utilizes a variety of educational strategies and personal approaches to develop the whole student - body, mind, heart, and spirit. In the public or private school setting, our students embrace character education, while in the Catholic or other faith school setting our students actively participate in the faith formation of students.

### **Magis:**

*Magis* is a Latin term coined by St. Ignatius of Loyola that means “the more” and challenges each person to do things better, seek the greatest good, and ask what more can I **do ad majorem Dei gloriam** “for the greater glory of God” (Jesuit motto). Our students demonstrate *magis* in many ways: by striving for excellence, having high expectations, fulfilling their potential by developing gifts and talents, and by recognizing that human persons need solitude and freedom from overwork in order to know what is the greater good. Educators who live *magis* choose to place their gifts and talents in God’s service to develop young people and help bring about positive change in our world.

### **Men and Women for and with Others:**

This charism emphasizes service, inclusive community, and “**faith that does justice.**” Educators demonstrate this charism by volunteering, educating students to help others in the spirit of solidarity and mutual learning, and by building inclusive classroom and school communities where equality, equity, human rights, and human dignity are fostered. As men and women for and with others, our students are motivated by faith to act justly and work for justice on key educational issues such as student assessment, discipline policies, and school funding. Jesus was *the* man for others, and he inspires us all to make our world a more caring and just place.

### **Contemplation in Action**

Contemplation in action promotes prayerful reflection and ethical decision making. It fosters the examination of one’s personal and professional life that can lead to changes in behavior. Discernment, which is a faith-based process of decision-making that is prayerful and seeks “**to find God in all things,**” is an important part of this charism. Educators demonstrate this charism by examining their personal interactions, daily activities, and professional practice in a thoughtful and prayerful manner in order to make changes where they are needed, and by making difficult decisions in light of prayer and faith-based values.

## **ADMISSION TO THE GRADUATE TEACHER EDUCATION PROGRAM**

Authority for selection and retention of students in the Education Department rests with the Selection and Retention Committee. Policies are formulated through the involvement of all members of the Education Department in accordance with Graduate School policy. Students are notified in writing regarding admission status once the Committee has reviewed their applications.

### **Admission Criteria**

Applicants are to meet the following criteria in considered for acceptance into the Creighton University graduate teacher education program. These criteria are required in order for a student to continue taking required Education courses.

1. Minimum undergraduate GPA of 3.0
2. Submit all official college and university transcripts
3. Submit notarized Felony Convictions/Mental Capacity Statements
4. Submit passing scores on the Praxis Core tests: Reading (156+), Writing (162+), Math (150+) (formally PPST R-170+, W-172+, M-171+)
5. Submit Graduate School application and fees
6. Submit completed application packet to Education Department: [www.creighton.edu/ccas/education](http://www.creighton.edu/ccas/education)
7. Submit three letters of recommendation
8. Successful completion of background check: [www.onesourcebackground.com](http://www.onesourcebackground.com) (subject to change)

Graduate and transfer student transcripts are analyzed by Education Department personnel in order to determine whether or not a student has satisfied Creighton University and NE State Department of Education requirements. Courses with grades of D or R will not be accepted for credit or for satisfaction of pre-requisite program requirements. 09/2014

## **ONGOING STUDENT ASSESSMENT AND REPORTING REQUIREMENTS**

### **Notarized Felony Convictions/Mental Capacity Statements**

These statements are collected two times during a candidate's program: prior to admission, and prior to student teaching or internship. Candidates are informed in all course syllabi that should their status change, they are charged with the responsibility of notifying the Certification Officer and the Director of Field Experiences.

### **Background Check**

Given the requirements in most school districts that a background check will be required for individuals involved in extended contact with PK-12 students in the schools, the Creighton University Education Department will require university students involved in field experiences, practica, internships, or student teaching (field experiences) to complete a background check a minimum of two times during their program of study with a background company selected by the Education Department. The initial background check must be completed with registration for EDU 510.

### **Minimum 3.0 OPA**

Candidates' overall coursework must meet the minimum grade point requirements. All professional education coursework must receive a grade of "C" or above to be accepted.

### **Field Experience Work Samples**

Candidates submit work samples from field experience sites that demonstrate work with students. Samples would include, but not be limited to, description of the students and learning styles, lesson plans and adaptations, evaluations of learning, student progress, and dispositions, and reflections regarding how to improve the teaching process in the future.

### **Level I**

If you are accepted as a student, you will be admitted to Level 1 of the program. Candidates submit a field experience evaluation completed by the on-site supervisor. This evaluation details activity undertaken in the field experience, verifies the number of hours of aiding within the classroom, and offers a rubric for determining student performance.

### **Level II**

To be admitted to Level II, you must maintain a 3.0 average in EDU 503 and EDU 510; obtain a C or higher in all Education courses; and successfully complete the practicum experience that is part of EDU 510. Candidates submit a field experience evaluation completed by the on-site supervisor. This evaluation details activity undertaken in the field experience, verifies the number of hours of aiding within the classroom, and offers a rubric for determining student performance.

### **Level III**

The Selection and Retention Committee of the Education Department will review all information submitted by potential candidates for admittance to Student Teaching within the Education Department. Candidates must have maintained

satisfactory progress throughout all education coursework and field experiences. A minimum of a 3.00 QPA and a completed student teaching application are required. In addition, the candidate must submit work samples from field experience sites that demonstrate work with students and describe students and their learning styles, lesson plans and adaptations, evaluations of learning and student progress, dispositions, and reflections regarding how to improve the teaching process in the future. Additionally, students must register for the exit exam, Praxis II - Content Test.

### **Student Teaching Application**

Candidates are required to submit their Student Teaching Application to the Director of Field Experiences. The Selection and Retention Committee reviews all aspects of a candidate's portfolio for permission to student teach. A rubric for all required portfolio artifacts will be supplied to the candidate prior to submission. *Note: All education courses and a minimum of 100 hours of field experiences must be completed prior to student teaching.*

### **Background Check**

Given the requirements in most school districts that a background check will be required for individuals involved in extended contact with PK-12 students in the schools, the Creighton University Education Department will require university students involved in field experiences, practica, internships, or student teaching (field experiences) to complete a background check with a background company selected by the Education Department. The second background check may be required with the student teaching application.

## **Level IV**

The Selection and Retention Committee of the unit will review all information submitted by potential candidates for recommendation of graduation and authorization for certification. Candidates will be required to submit evidence of successful completion of course work and field experiences. Candidate performance will be reviewed and evaluated. A minimum of a 3.00 QPA is required.

## **SELECTION AND RETENTION PROCESSES**

### **Retention**

Once a student is admitted to the Department, progress is monitored and checked at several points.

1. Each semester, fieldwork and grades are monitored by the assigned Education Department advisor. Whenever a student falls below the 3.0 (B) level of achievement, the student is placed on probation for one semester. A student who fails to remove probation within one semester is disqualified from the Graduate School. A student who accumulates more than 6 hours of C grades, or any one grade less than a C in courses in his or her graduate program is disqualified from the Graduate School
2. A pre-service teacher's progress is assessed again when applying to student teach. Criteria include current QPA and documented evidence of further successful experience working with children or young adults.
3. When the student applies for certification and graduation, completion of program requirements is once again verified by the Certification Officer and the Program Director.

### **Selection and Retention Appeal Process**

A student desiring an exception to the established criteria for admission, retention or program requirements may submit a completed Request for Exception in the Education Department Form to the Chair of the Selection and Retention Committee. Forms may be obtained from Education advisors, the Chair of the Selection and Retention Committee, and/or the Administrative Assistant for the Department. Committee members will evaluate the request, make recommendations for a solution, and notify those involved of their findings. The Committee will not grant exceptions to NCATE or NDE requirements.

Besides being monitored with respect to grades and fieldwork, the student will also periodically be evaluated on other criteria which bear on one's suitability to the field of education, including but not limited to, organizational skills, completion of assigned tasks, effort, motivation, professionalism, integrity, consideration for others, and interpersonal skills. In the event the student is found to be lacking in any one of these areas, he or she will be counseled by the instructor / advisor / program director on ways to improve in that area. If a student ranks low in one of these areas and does not improve, the Education Department reserves the right to dismiss from the program any student who does not

meet acceptable department standards (see Educator Dispositions Concern Form). A student may also be dismissed from the Department, or may be prevented from moving from one level to another level within a program, for one serious violation of the standards described above. 10/2012

### **Dispositions/Actions and Consequences**

If a candidate under-performs, fails to adhere to the standards of professionalism or displays actions unbecoming of a teacher candidate a disposition form may be completed by supervisors or professors. A copy of this form can be found in the appendices of this document. As the form indicates, the person who completes the Concern Form discusses it with the student. The first deficiency form is a “heads up” to the candidate. The department chair and/or the chair of the Selection and Retention Committee are notified, and the information is filed, but no action is taken.

### **Department Appeals Procedure**

1. The student should make an attempt to reconcile the problem with his/her instructor or faculty member.
2. If no satisfactory solution can be reached, the student is to submit specific details of the problem in writing and turn it in to the Grievance Committee (Committee members are Dr. Bev Doyle and Dr. Jeffrey Smith. If the grievance is with a Committee member, the Chairperson of the Education Department will select an alternate.
3. The Committee will evaluate the situation, make recommendations for solution, and notify those who are involved of their findings.

## **GRADUATE DEGREE COMPLETION DEADLINE**

“All work for the master’s degree must be completed within six calendar years from the date of credit of the first graduate course in the program; within eight years for the doctor’s degree. Prerequisite courses taken at the beginning of a planned program do not count in the time determination. If for good reason a program is prolonged, courses taken at the beginning of the period will not be counted in the graduation program” (Creighton University Bulletin, Graduate Issue, 2012-2014, p. 46).

## **STUDENT RESPONSIBILITY**

Each graduate student is personally responsible for completing all requirements established for his or her degree by the University, the Graduate School, and Department. It is the student’s responsibility to inform him/herself of these requirements. A student’s adviser may not assume these responsibilities and may not substitute, waive, or exempt the student from any established requirement or academic standard. The University reserves the right to modify requirements at any time.

Although the University encourages the widest amount of student responsibility, with a minimum of administrative regulation, it expects each student to maintain appropriate standards in his or her academic and personal life. The University reserves the right to terminate the registration of any student who does not meet the standards acceptable to the University, (Creighton University Bulletin, Graduate Issue, 2012-2014, p. 44).

To maintain accurate records, it is essential that each student keep his/her Education advisor updated with any change in name, address, phone number, and/or employment. After graduation, Department members may wish to contact graduates regarding employment opportunities, workshops, speakers, or to evaluate programs.

## **POLICY ON ACADEMIC HONESTY**

The Department enforces the policy on academic honesty that is mandated by the University (Creighton University Bulletin, Graduate Issue, 2012-2014, p. 55):

“Academic or academic-related misconduct” includes, but is not limited to, unauthorized collaboration or use of information during examinations, plagiarizing or representing another’s ideas as one’s own, furnishing false academic information to the University, falsely obtaining, distributing, using or receiving test materials, falsifying

academic records; falsifying clinical reports or otherwise endangering the well-being of patients involved in the teaching process; misusing academic resources; defacing or tampering with library materials; obtaining or gaining unauthorized access to examinations or academic research material soliciting or offering unauthorized academic information or materials; improperly altering or inducing another to improperly alter any academic record; or engaging in any conduct which is intended or reasonably likely to confer upon one's self or another an unfair advantage or unfair benefit respecting an academic matter.

## GRADE APPEALS

The instructor has jurisdiction in determining grades; however, the student has the right to appeal a grade that the student believes to be in error. The appeal process may involve the following steps (the issue may be resolved at any level):

1. The student confers with the instructor involved.
2. The student and the instructor (preferably together) confer with the chair of the department or the program director.
3. When the foregoing steps do not resolve the issue, the student may initiate a formal written appeal to the Dean. Normally, the Dean will forward such appeal to the appropriate committee for its review and recommendation. A formal appeal should not be entered upon lightly by a student or lightly dismissed by an instructor. A formal written grade appeal may be made no later than the sixth week of the following semester. Under ordinary circumstances, the Graduate Board does not hear appeal of a passing grade.

## ELEMENTARY EDUCATION PROGRAM OUTCOMES

*The first ten standards below have been adapted from the model Teacher Assessment and Support Consortium (InTASC) standards developed by the Interstate New. The twelfth standard is based on those developed by the International Society for Technology in Education (ISTE).*

### 1. Learner Development

The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

### 2. Learning Differences

The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

### 3. Learning Environments

The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

### 4. Content knowledge

The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

### 5. Application of Content

The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

### 6. Assessment

The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

### 7. Planning for Instruction

The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**8. Instructional Strategies**

The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**9. Professional Learning and Ethical Practice**

The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community) and adapts practice to meet the needs of each learner.

**10. Leadership and Collaboration**

The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**11. Ignatian / Jesuit Charisms**

The teacher candidate understands, values, and brings to teaching the following faith-based gifts and ideals: education of the whole person, *cura personalis* (“care of the person”), *magis* (excellence), service of faith and promotion of justice, leadership, and contemplation in action.

- understands the concept of “education of the whole person” within the context of public and Catholic schools
- understands the ideal of *cura personalis* as it relates to teaching and school relationships
- understands the Ignatian ideal of *magis* as it relates to expectations and standards in an educational setting
- understands the concept of “contemplation in action” as the reflective, prayerful, ethical, and action-oriented approach to discernment and decision-making
- cares for students as individuals in the spirit of *cura personalis* and instills in students this ethic of care for others
- strives for excellence in the spirit of *magis* and motivates students to fulfill their potential and be the best they can be
- values the Ignatian ideals of *magis* as it relates to expectations and standards in an educational setting

**12. Technology**

The teacher candidate understands and uses technology to plan, design, and evaluate learning experiences, as well as to assess student progress. In addition, the teacher candidate utilizes technology to enhance productivity and professional practice.

# Master of Education in Elementary Teaching DATA SHEET

NAME \_\_\_\_\_ NET ID \_\_\_\_\_

## ENTRANCE DATA

Official transcript	Degree:
Transcript analysis by: _____ Date: _____	Meeting with Program Director, date: _____
Application to Graduate School, Date: _____	GPA (min 3.0): _____

## PRE-ADMISSION DATA

<b>Prerequisites:</b>			
Communication Content (including literature, composition and speech)	6+		
Social Science Content	6+		
Math Content	6+		
Science Content	6+		30 TOTAL
EDU 104 (Fall) Art, Music & PE	3		
EDU 131 (Spr)	3		
<b>Completed application to the Education Department:</b>			
"Why I Want to Teach" statement			
"Experience with Children" statement or Resume			
Notarized <i>Professional Conduct</i> statement			
Recommendations (3)			
QPA (3.0 or higher)			
Praxis Core tests: Reading (156) _____		Math (150) _____	Writing (162) _____
<b>Date Admitted to Education Department:</b> _____ <b>Anticipated Completion of Program:</b> _____			

## REQUIRED COURSEWORK

	HOURS	SEMESTER	GRADE
EDU 500 Literacy Assessment and Intervention (Spr)	3		
EDU 510 Child and Adolescent Development (Smr)	3		
EDU 525 Incl of Students with Mild/Mod. Disabilities (F*, Spr)	3		
EDU 535 Human Relations (Smr)	3		
EDU 565 Methods of Teaching Language Arts in Elem School (F)	3		
EDU 566 Teaching of Reading (F)	3		
EDU 567 Methods of Tching Social Studies in Elem School (F)	3		
EDU 568 Methods of Teaching Mathematics in Elem School (Spr)	3		
EDU 569 Methods of Teaching Science in Elem School (Spr)	3		
EDU 572 Action Research & Assessment for Teachers (Spr)	3		
EDU 583 Management Practices for Classroom Teachers (Fall, Smr)	3		
EDU 591 Student Teaching	3-14		
EDU 593 Student Teaching Seminar	1		
EDU 601 Instructional Technology for the Classroom (Smr)	3		
Praxis II EECIA Exam		Date:	Score:

**RECOMMENDED SEQUENCE OF CLASSES  
for Students Seeking a  
Masters in Elementary Education**

***Summer Session      Level I***

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EDU 510	Child and Adolescent Development (June M-THR 1-4)
EDU 601	Instructional Technology for the Classroom (July M-THR 9-12)

***Fall Session I      Level II***

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EDU 525	Inclusion of Students with Mild/Moderate Disabilities (online)
EDU 565	Methods of Teaching Language Arts in Elementary School (M, W 12:30-3:15)
EDU 566	Teaching of Reading (Taught with EDU 565: M, W 12:30-3:15)
EDU 567	Methods of Teaching Social Studies in Elementary School (T 2-4:30)

***Spring Session I***

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EDU 500	Literacy Assessment and Intervention (T 4:30-7)
EDU 568	Methods of Teaching Mathematics in Elementary School (M, W 12:30-3:15)
EDU 569	Methods of Teaching Science in Elementary Schools (Taught with EDU 565: M, W 12:30-3:15)
EDU 572	Action Research and Assessment for Teachers (online)

Praxis II EECIA Exam

***Summer Session II***

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EDU 535	Human Relations (July M-THR 1-4)
EDU 583	Management Practices for Elementary Classroom Teachers (July M-THR 9-12)

***Fall Session II      Level III***

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EDU 591	Student Teaching
EDU 593	Student Teaching Seminar

*Notes:*

- *EDU 170 or 300-level methods courses that are transferred will meet the requirements for the endorsement, but not for the Master's degree.*
- *Background check is required 60-90 days prior to the start of the first field experience and again prior to student teaching.*
- *All education courses and a minimum of 100 hours of field experiences must be completed prior to student teaching.*

For more information, see the list of commonly asked questions and answers on the website:  
[www.creighton.edu/ccas/education/programs/undergraduate/elementaryeducationbachelorsdegree/qanda/index.php](http://www.creighton.edu/ccas/education/programs/undergraduate/elementaryeducationbachelorsdegree/qanda/index.php) .

Rev: 12/12/2018

## COURSE DESCRIPTIONS

### **EDU 104-- Integration of Art, Music, and PE**

The purpose of this course is to present pre-service elementary school teachers with research-based evidence that supports the integration of art, music, movement and physical education activities across the curriculum. This course will provide the students with an overview of the fundamentals of these disciplines and will facilitate an appreciation for each. It will focus on the use of fine arts and physical education as tools to positively influence learning in the elementary classroom. There will be an emphasis on lesson planning, development of appropriate classroom management strategies, culturally relevant pedagogy, and efficient classroom transitions. Additionally, the students will discover that hands-on incorporation of the fine arts and PE will promote communication, inquiry, and engagement in daily teaching experiences. Students who complete EDU 104 will gain an understanding that the fine arts, human movement and physical activity are all central elements that foster creative, active, and healthy lifestyles, which in turn enhance the quality of life for elementary students. This course is designed to give students current, relevant, and practical teaching strategies, so they will be prepared to enter the workforce as confident, competent, and skilled teachers.

### **EDU 131 – Literature for Children**

Study of children's literature, pre-primary through junior high; history, types, the contemporary scene, extensive required reading. (Offered fall semester only.) (EDU 587 will also meet this requirement – offered spring semester only.)

### **EDU 500 – Remedial Reading**

Focus of the course is on meeting the variety of individual educational needs that confront any teacher of reading: techniques, methods, materials, and organizational systems that can be used within the framework of daily instruction. Students complete a 10-hour practicum. P: EDU 566; DC.

### **EDU 510 – Growth and Development of Children and Adolescents**

An overview of maturation in childhood and adolescence focusing on individual differences and similarities in biological, social, cognitive, and affective development from the perspective of psychology, sociology, and anthropology. The emphasis of the course is on processes that have application for teachers and parents. P: Dept. and program approval. **Includes 35 hr practicum in schools.** (Offered summer session only.) P: Dept. and program approval.

### **EDU 525 – Procedures for Including Students with Mild/Moderate Disabilities in the Regular Classroom**

Course designed to acquaint the regular elementary or secondary classroom teacher with the characteristics of students with mild or moderate disabilities. Discussion of diagnostic and remedial techniques for students with disabilities in the general classroom. Students complete a practicum under supervision of a special education teacher. P or CO EDU 551. **Includes a 15-20 hr practicum.** P: DC; P or CO: EDU 565/566 or 568/569 .

### **EDU 535 – Cultural Issues in Education**

Course emphasizes the global dimensions in education dealing with multi-cultural issues and the role of the teacher. This course meets the Nebraska Department of Education human relations requirement. (Offered summer session only.)

### **EDU 565 – Methods of Teaching Language Arts in Elementary School**

Emphasizes content and methods in teaching language arts in elementary and middle school. **Students complete a minimum of 32 hours of practicum in a school classroom** (EDU 565, 566). P: EDU 510, DC; CO: EDU 566.

### **EDU 566 – Teaching Reading**

Designed to assist in understanding the process of developmental reading and to acquaint the student with the newest as well as the traditional tools for teaching reading. **Students complete a minimum of 32 hours of practicum in a school classroom** (EDU 565, 566). P: EDU 510, DC; CO: EDU 565.

### **EDU 567 – Methods of Teaching Social Studies in Elementary School**

Emphasizes content and methods in teaching social studies in elementary and middle school. (Offered spring semester only.) P: EDU 510; DC.

**EDU 568 – Methods of Teaching Mathematics in Elementary School**

Emphasizes content and methods in teaching mathematics in elementary and middle school. **Students complete a 25-hour practicum** (EDU 568, 569). P: EDU 510; DC; CO: EDU 569.

**EDU 569– Methods of Teaching Science in Elementary School**

Emphasizes content and methods in teaching science in elementary and middle school. **Students complete 25-hour practicum** (EDU 568, 569). P: EDU 510; DC; CO: EDU 568.

**EDU 572 – Educational Research**

Introduction to three general educational research methods-historical, descriptive, and experimental. Students will manage a small-scale study. P: DC.

**EDU 583 – Management Practices for Classroom Teachers**

Creating and/or maintaining a positive learning environment through techniques of observation, description, measurement and evaluation for optimum student learning. P: or CO: EDU 565/566 or 568/569 or DC; Graduate Standing required or DC for summer offering.

**EDU587- Methods of Teaching Religion in Elementary School**

The course is designed to prepare students to be effective religious educators in Catholic elementary schools. The course content will encompass the four dimensions of religious education: message, community, service, and worship. The students will not only become acquainted with methods and materials for teaching religion, but they will also gain experiences planning liturgical celebrations. (Offered spring semester only.) (EDU 131 will also meet this requirement – offered fall semester only.) P: DC.

**EDU 591 –Student Teaching**

Practical experience in the observation and conduct of classroom teaching and related activities. This experience is obtained under the immediate supervision of a fully experienced cooperating teacher and a University supervisor. Application to the Director of Field Experiences for all student teaching must be made before February 1 for the fall semester and October 1 for the spring semester. P: EDU 500, 525, 565, 566, 567, 568, 569, 583; DC; CO: EDU 593.

**EDU 593 – Student Teaching Seminar**

Student teachers deal with issues of classroom management, communication with families and communities, applications, portfolios, interviews, and relevant teaching concerns. P: EDU 500, 525, 565, 566, 567, 568, 569, 583; DC; CO: EDU 591.

**EDU 601 – Technology Instruction for the Classroom**

This course will train teachers to develop a more robust, engaging, and student-centered curriculum through the use of educational technology. We will focus on practical uses of technology in the classroom through simulations and lesson development. Students will build a personal learning network (PLN) to facilitate professional collaboration beyond this class. (Offered summer session only.)

**OPTIONAL (for spring student teachers):****EDU 454 – The Role of the Professional Educator in Establishing a Learning Environment**

This course offers students a realistic experience and understanding of the roles of both the professional educator and support staff in the school community; the importance of creating structure in the classroom/learning environment; and gain insight regarding how a school year is initiated. P: EDU 565/566 or 568/569. (Offered fall semester only.)

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## CAPSTONE INFORMATION

### FIELD EXPERIENCES

As part of Creighton University's dynamic graduate elementary education program, the pre-service teacher has a wide range of opportunities to demonstrate or practice the knowledge, skills, dispositions and values associated with a career as an educator. In EDU 510, the student aids for 35 hours. During EDU 565/566 and EDU 568/569, pre-service teachers observe, then plan, prepare, present, and assess lessons in a local school. During EDU 525, pre-service teachers observe and help teach students with special needs. Other professional courses in the program offer opportunities to perform a variety of educational tasks in various community classrooms. Prior to student teaching, pre-service elementary teachers will have had experiences in primary and intermediate grades, public and parochial schools, and diverse settings with students from many backgrounds.

For all field experiences, the student is responsible for having on-site supervisors complete the evaluation forms indicating that activities and hours required for student preparation were fulfilled. Without a verified form identifying the hours spent at a school, the student will not be credited with the necessary field experience hours needed for completion of the specific Education course. Grades will not be issued if the student does not complete the experience during the professional methods courses. **UNSATISFACTORY EVALUATIONS MAY RESULT IN TERMINATION FROM THE ELEMENTARY EDUCATION.**

**A minimum of 100 hours of field experience must be completed prior to student teaching.**

### STUDENT TEACHING

Student teaching is a full-time sixteen week experience in an Omaha area school. The student is assigned to a school by the Creighton Education Department in cooperation with local educators. Students are required to be at their site every day the school to which they are assigned requires teachers to be at work. Up to three personal days (absences from school site) can be used in the semester for sickness or other serious reasons. Any additional absences from the school site must be made up. Inability to make up absences or more than nine absences during the student teaching semester may result in removal from the student teaching experience and a failing grade for EDU 591. **UNSATISFACTORY EVALUATIONS MAY RESULT IN TERMINATION FROM THE ELEMENTARY EDUCATION PROGRAM.**

#### **Student Teaching Location**

Full-time graduate students who are completing an educational certification program at Creighton University must complete their student teaching in the Omaha metropolitan area. A member of the Education Department at Creighton University or a designee will provide supervision for this experience.

#### **Other Student Teaching Regulations**

Individuals who have been hired by a local school/district, and who wish to apply for a state-issued provisional certificate and earn student teaching credit while holding that provisional certificate, must adhere to the following procedure.

1. Applicant provides to the Certification Officer appropriate paperwork from the school/district: a letter indicating that employment has been offered, and a signed agreement between the student, Creighton University, and the school/district identifying requirements for all parties.
2. Once these materials have been received and verified by the Certification Officer, they are submitted to the Chairperson of the Selection and Retention Committee. The Selection and Retention Committee members then act upon the request and advise the Certification Officer of their decision.
3. The Certification Officer contacts the applicant to advise him/her of the decision reached by the Committee. A favorable decision will require the applicant to complete the certificate application process. If Committee members do not act favorably upon this request, the applicant will need to complete his/her student teaching in the customary fashion.

## **DEGREE COMPLETION AND CERTIFICATION**

Each candidate must file with the Registrar a formal application for the degree. This must be done in advance of the time one wishes to receive the degree, namely, by October 1 for graduation at the end of the First Semester, by February 15 for graduation at the end of the Second Semester, and by June 15 for graduation at the end of the Summer Session.

If for some reason a degree is not awarded after application is made, it will be necessary for the student to file another Application for Degree by the deadline of the term when the degree requirements are expected to be met.

Eligibility of a student for a degree depends upon successful completion of all requirements established for the degree, sought. Further, to receive a degree a candidate must be of good moral character and must have discharged all financial obligations to the University.

Annual University Commencement Ceremonies are held in May (only). Students who complete their degree programs in the Spring Semester are expected to be present at Commencement to receive their degrees. Students who complete their degree programs in the Fall Semester may attend Commencement in May following completion or, with approval of the Dean's Office, in the preceding May. Students who complete their degree programs during the Summer are encouraged to attend Commencement the preceding May (with approval of the Dean's Office) or may attend the May Commencement following completion.

Certification information relative to Nebraska is provided to students by the Certification Officer. Appropriate application forms and specific directions are provided for completion of these forms. Certification is not automatic upon the completion of degree and/or coursework. Students must initiate the process; obtaining and completing application forms and remitting of appropriate fees are included in this responsibility. Students who are interested in being certified in states other than Nebraska may obtain addresses, phone numbers, and web sites (if available) for other state departments of education from the Certification Officer. Questions about this procedure may be addressed to the Certification Officer at 280-3583 or by visiting Eppley 450.

## **PLACEMENT SERVICES**

The Teacher Placement Office, which is housed in the Education Department, provides placement services to both undergraduate and graduate students. Seminars about establishing a credential file, creating a resume, interviewing, and obtaining recommendations are conducted during each semester. Students are encouraged to engage in the process of establishing a credential file. Questions about this procedure may be addressed to the Certification Officer at 280-3583, or by visiting Eppley 450.

# **APPENDICES**

## **PROFESSIONAL DRESS AND MANNERS CODE FOR EDUCATIONAL SETTINGS**

Remember that you are a pre-professional representing yourself, the teaching profession, and Creighton University. Use good judgment. Always follow guidelines that are specific to each school regarding appropriate attire, ornamentation such as jewelry, piercings, and visible tattoos, gum chewing, wearing hats or caps, carrying beverages, eating in the classroom, etc.

Different districts, school communities, principals, and teams have different dress expectations. In some settings, jeans maybe routinely accepted. In others, the unwritten rule may be “no denim”. Ask your cooperating teacher or principal for suggestions about acceptable dress codes. As a rule, it is better to dress conservatively/professionally unless you learn otherwise. Dressing professionally makes you look and feel professional and helps younger teachers command more respect.

### Guidelines for Females:

- > Never show cleavage, no matter how you bend.
- > Never wear short skirts.
- > Never let any midriff show, front or back.
- > High heels are not recommended.
- > No athletic shoes.

Remember that you may need to dress for sitting on the floor, reaching the chalkboard, or climbing in order to reach shelves and bulletin boards.

### Guidelines for Males:

- > Tuck in shirts.
- > Ties are encouraged.
- > No baseball caps.
- > No athletic shoes.

### Suggestions:

- > Wear clean, neat, pressed clothing that does not have holes.
- > Remove caps and hats on site.
- > Only wear jeans if a school authority has told you that that is permissible and then only under the approved circumstances. (For example, if teachers are allowed to wear jeans with school shirts on Fridays, be sure that it is Friday and that you are wearing a school shirt.)

### General Guidelines:

- > Always be on time. If you can't be there at the appointed time, call the school. The same rule applies if, for some reason, you cannot be at school on a specified day.
- > Smoking is prohibited on school grounds. Do not let students see you smoking in your car or by your car.
- > Gum chewing should be avoided.
- > Cell phones, pagers, and text messaging should be turned off.

## PROFESSIONAL DEMEANOR

The charisms of the Education Department can guide our professional and personal interactions. The *magis* calls us to excellence, not perfection, in our work. *Cura personalis* demands respect and empathy in all interactions. “Women and men, for and with others” reminds us that our efforts are collective; that we are a team. “Contemplatives in action” calls us to spend time reflecting on our behavior and to be intentional in our choices. The following criteria are to assist you in successfully observing the charisms in your classes and placements.

### *Respect—an act of giving particular attention<sup>1</sup>*

- Give your full attention to whomever is speaking—professor, colleague, guest speaker. This includes facing the speaker and not distracting oneself with other work or communication.
- Be prompt and prepared in attending class and practicum, and in the submission of work. This is expected of any professional.
- Be generous in interpreting the words and actions of others. Display positivity in your words and actions.

### *Communication—a process by which information is exchanged between individuals through a common system of symbols, signs or behavior*

- Cell phone use, for calls or text messages, is forbidden in the classroom unless an emergency situation merits an excuse. The professor will be responsible for CU Alert messages. Turn off or silence your phone, and any other electronic device, in school and classroom settings.
- E-mail with education professionals should be done according to formal, letter-writing conventions (including well-chosen salutations and tone, and careful proofreading).
- Professional e-mail addresses and voicemail messages (outgoing and your personal greeting) should express your professional attitude and image.
- Address education professionals (speakers and professors) in a formal manner unless you have been instructed otherwise.
- Make sure your physical appearance and body language communicates your professional attitude and image.

### *Computers—a programmable, usually electronic, device that can store, retrieve, and process data (includes all PDA devices)*

- Laptop computers and PDA devices are only to be used for taking notes and accomplishing tasks related to class that day.
- Professors reserve the right to restrict laptop and PDA use.

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<sup>1</sup> All definitions in italics are from <http://www.merriam-webster.com/dictionary/>, retrieved on 1/22/2009.  
Approved, Creighton University Education Department 2/4/2009

