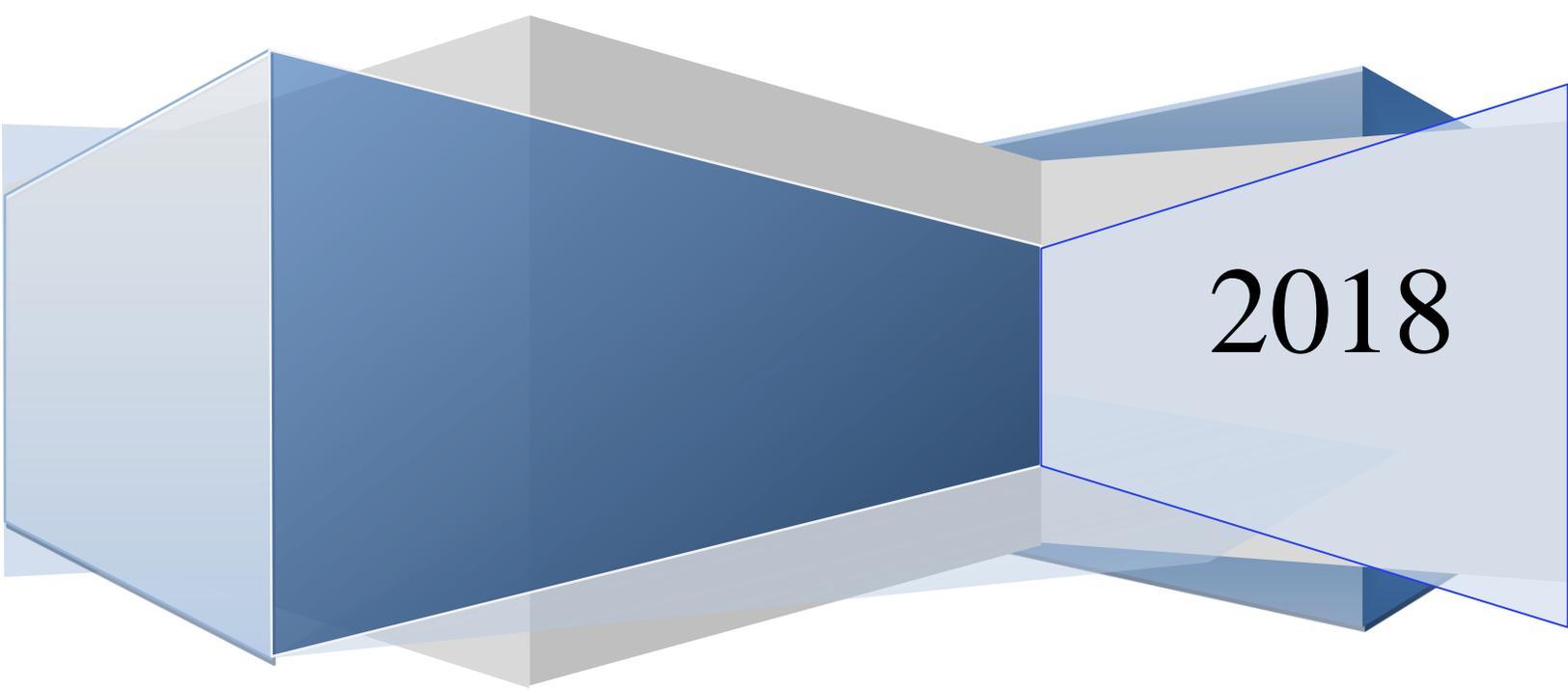


Creighton
UNIVERSITY
Department of Education

ELEMENTARY EDUCATION HANDBOOK
Undergraduate Program



2018

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SECTION I

THE EDUCATION DEPARTMENT

PURPOSE OF THE HANDBOOK

The purpose of this handbook is to provide students with information about the elementary education program and about policies and procedures used in the Education Department. This includes the Elementary Education Bachelor of Science Degree, the Master's of Education in Elementary Teaching Degree. This handbook provides only a portion of the information necessary for success in one's undergraduate studies. An understanding of the [Creighton University Undergraduate Bulletin](#) and **regular consultation with faculty advisors** are essential elements for successful completion of a 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 participates 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 TEACHER EDUCATION

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. Students are notified in writing regarding admission status once the Committee has reviewed their applications and that decision has been forwarded to the Creighton College of Arts and Sciences.

Admissions Criteria

Applicants must meet the following criteria in order to be officially accepted into the Creighton University teacher education program. If a student does not continue to meet these criteria, he/she will not be permitted to take required education courses at the 300-, 400-, or 500-level.

1. Successful completion of EDU 170 and 211 and two academic semesters.
2. Submission of a favorable recommendation.
3. Must possess an overall QPA of at least 2.5 in all courses.
4. Submit the “Why I Want to Teach” statement.
5. Submit documented evidence of successful experience working with children or young adults.
6. Satisfactorily completed the Praxis Core Tests:
 - Reading Score: _____ (156 - minimal acceptable score)
 - Math Score : _____ (150 - minimal acceptable score)
 - Writing Score: _____ (162 - minimal acceptable score)
7. Submit the professional conduct statement (required) which **must be notarized**.
8. Submit the Creighton College of Arts and Sciences Application to Program of Study form.
9. Successfully complete background check at www.onesourcebackground.com (subject to change). Check with the Education Department for current background check company.

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. If the student’s overall QPA falls below 2.50, or if field experience feedback is unsatisfactory, the student may not register for any 300/500+level education classes. Any education class in which the student receives a grade lower than a C must be retaken.
2. A pre-service teacher’s progress is assessed again when applying to student teach. Criteria include QPA and documented evidence of further successful experience working with children or young adults.
3. During the senior year, the student completes a “senior check” with the Creighton College of Arts and Sciences. Department advisors are contacted by the College should there be any discrepancies between program requirements and program completion.
4. When the student applies for certification, completion of program requirements is once again verified by the Director of Certification.

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 on 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.

Revised: 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.

Once a second deficiency form is received from a second individual (to ensure there isn't just a personality conflict taking place), the concern (and/or the candidate) must go to the Selection and Retention Committee. S & R will warn and follow up with the candidate, and no further action may be required if no additional deficiencies are submitted; however, the severity of the action may warrant immediate removal from the program, regardless of where that candidate is in the program.

Creighton's pre-professional education programs have the legal right to terminate candidates as seen fit for professional reasons.

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 Mr. Howard Bachman and Dr. Jeff 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.

TEACHER EDUCATION ASSESSMENT PLAN

Explanation of Benchmarks:

Level I (During EDU 170)

The Selection and Retention Committee of the Education Department will review all information submitted by potential candidates beginning with the foundations core of the Education Department. This will occur during the first foundational course in Education – Education 170. Candidates will be required to maintain a minimum of 2.5 QPA. Portfolio submissions are identified and rubrics are supplied to each potential candidate.

Minimum 2.5 QPA: This benchmark is the minimum criteria that the Education Department has supplied to Nebraska Department of Education (NDE) and NCATE.

Notarized Felony Convictions/Mental Capacity Statements: These statements are collected three times during a candidate's program: during the initial course in education, 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 211.

Level II (During EDU 211)

The Selection and Retention Committee of the Education Department will review all information submitted by potential candidates for admittance to the Education Department. This process occurs prior to enrollment in 300-level courses and requires: successful completion of Education 170 and 211 (with an average of 2.5 QPA – 3.0 QPA for graduate, no grade lower than a "C"), passing scores on the Praxis Core, a teaching videotape with critique, a personal statement, successful completion of Education 211 field experience activities, notarized felony convictions/mental capacity statements, a letter of recommendation, and completed admissions application. Portfolio submissions are identified and rubrics are supplied to each potential candidate.

Successful Completion of EDU 170 and 211: This benchmark reviews the grades of the identified courses for a grade of "C" or above and a minimum of 2.5 QPA (graduate 3.0 QPA) or above.

Praxis Core Scores: Candidates must submit documentation of passing scores on the Praxis: Reading (156), Writing (162), and Mathematics (150).

Personal Statement: Candidates will submit a one-page personal statement responding to the statement: “Why I want to be a teacher.” Committee members will review the statement and evaluate the statement using the pre-determined rubric.

Successful Completion of EDU 211 Field Experience: 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.

Recommendation: Candidates submit a recommendation from a Creighton professor outside of the Education Department.

Completed Admissions Application: Candidates are required to submit a completed admissions application to the Director of Field Experiences for review by the Selection and Retention Committee. This application includes updated notarized felony convictions and mental capacity statements.

Level III (During 300/500/600--level Courses and Prior to Student Teaching)

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 2.5 QPA/3.00 QPA (graduate) 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, 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. Rubrics for each of the portfolio components will be supplied to the candidate prior to submission.

Minimum 2.5 QPA/3.0 QPA (Graduate): Candidates’ overall coursework must meet the minimum grade point requirements. All professional education coursework must be completed and receive a grade of “C” or above to be accepted for student teaching.

Field Experience Observation Reports and Work Samples: Candidates will be observed during field experiences and observation reports will be filed in candidates file. Candidates may be asked to 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.

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.

Notarized Felony Convictions/Mental Capacity Statements: These statements are collected three times during a candidate’s program: during the initial course in education, 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 second background check must be completed as part of student teaching application.

Level IV (Prior to Graduation/Recommendation for Certification)

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. Portfolio submissions of candidate performance will be reviewed and evaluated. A minimum of a 2.5 QPA /3.00 QPA (Graduate) is required.

Minimum 2.5 QPA/3.0 (Graduate): 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.

Satisfactory Completion of Coursework and Field Experiences: Candidates submit field experience evaluations completed by the on-site supervisors. These evaluations detail activities undertaken in the field experience, verifies the number of hours of aiding within the classroom, and offer a rubric for determining student performance.

Indicators of Student Learning in K-6 Schools: Candidates may be asked to submit teacher work samples and portfolio artifacts to provide evidence of student learning in K-6 schools. These documents will illustrate a candidate's in-depth understanding of subject matter, instructional strategies to reach the needs of all learners, assessment practices, reflection of practice, and consideration of the school, family, and community contexts related to student learning.

Level V (Post-Graduate Information/Program Evaluation)

Follow-up Studies: Revised follow-up studies to match current assessments of candidate performance and student learning will be sent out to graduates. These surveys will request evaluation of competence following NCATE, INTASC, and ISTE standards.

Supervisor/Employer Surveys: Revised Supervisor/Employer surveys to match the revised programs and follow-up studies sent to supervisors of the graduates. These surveys will request verification of demonstrated competence following NCATE, INTASC, and ISTE standards.

Advisory Committees: Advisory Committees provided feedback from the above named sources will provide insight regarding revision and change within the unit.

Teacher Education Advisory Committee (TEAC): TEAC provided feedback from the above named sources will provide insight regarding revision and change within the unit.

TRANSFER STUDENTS

In order to receive a bachelor's degree or an endorsement in elementary education from Creighton University, a significant amount of your Education coursework must be completed in Creighton's program. Dr. Olson or another advisor in the Department will evaluate previous education coursework on transcripts and transfer credits will be determined. Of the three pre-service courses (EDU 170, and 211) required, at least two must be completed at Creighton. All Education courses at the 300-level and above must be completed at Creighton; the only exceptions will be those granted by the Selection and Retention Committee. A QPA of at least 2.5 must be established at Creighton University in order to be eligible to apply for admission to the Education Department and this QPA must be maintained throughout each subsequent semester. Department admission forms may be downloaded from the website or obtained from the Education Department Administrative Assistant. The Selection and Retention Committee may require a portfolio assessment, letters of recommendation from appropriate personnel at previous institution(s), and/or an interview prior to admission to the Department.

STUDENT RESPONSIBILITY AND ACADEMIC ADVISING

Students are personally responsible for completing all requirements established for their degree by the University, the student's College or School, and Department. It is the student's responsibility to inform himself or herself about these requirements. A student's advisor may not assume these responsibilities and may not substitute, waive, or exempt the student from any established requirement or academic standard. The Department reserves the right to modify requirements at any time.

Although the Department encourages the widest amount of student responsibility, with an appropriate 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.

Each student in teacher education is assigned an advisor at the time of his/her acceptance. Students new to the Education Department should contact their advisor to obtain a copy of the program description and to plan their course of study. Students are responsible for maintaining ongoing contact with their advisor.

To maintain accurate records, it is essential that each student keep his/her Education advisor and the Department administrative assistant 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, Undergraduate Issue, 2012-2013, p.75):

Academic or academic-related misconduct” includes, but is not limited to, unauthorized collaboration or use of external 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 s/he 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 chairperson of the department or the program director.
3. The student and instructor (preferably together) confer with the Dean of the College or School to which the department is attached.

In rare cases, 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 into lightly by a student nor lightly dismissed by an instructor. A formal written grade appeal may be made no later than the sixth week of the following semester.

SECTION II

ELEMENTARY EDUCATION PROGRAM OUTCOMES

The first ten standards below have been adapted from the model standards developed by the Interstate New Teacher Assessment and Support Consortium (InTASC). 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.

ELEMENTARY EDUCATION (K-6, K-8) UNDERGRADUATE DEGREE
Data Sheet-Starting Fall 2017

NAME:	ADMISSION DATA	DATE:
EDU 170 _____ _____	<input type="checkbox"/> Praxis Core Test Scores*: Reading: (156) _____ Writing: (162) _____ Mathematics: (150) _____	<input type="checkbox"/> CCAS Major Application (on-line) Date on file: _____ <input type="checkbox"/> Department Application for Admission forms Date on file: _____
EDU QPA: _____	<input type="checkbox"/> Background Check	<input type="checkbox"/> Admission to Department
Overall QPA: _____	<input type="checkbox"/> Exit Exam:	Date: _____
Anticipated Date of Program Completion: <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year: _____		

FIELD EXPERIENCES

	School	Grade(s)	Hours	Public/ Parochial	Culturally Diverse
Observe (170)					
Assistant (211)					
Practicum (565/566)					
Practicum (568/569)					
Assistant (525)					
Practicum (584/583)					
Student Teaching					

REQUIRED COURSES

Course	Hrs	Semester	Grade	Magis Common Core	Course	Grade
EDU104 Integration of Art, Music, and P.E. (Fall)	3			Foundations Level		
EDU170 Diversity and Justice (F,Spr) CORE (Critical Issues in Human Inquiry)	3			Contemporary Composition		
EDU 131 Literature for Children (Spr)	3			Critical Issues in Human Inquiry	170	
EDU 211 Exploring Child and Adolescent Development (F,Spr) CORE (Understanding Social Science)	3			Oral Communication	COM 101	
EDU 242 Computer Related Technologies (Spr) CORE (Designated Technology)	2			Math Reasoning		
EDU 299 Educational Assessment & Measurement (F,Spr) CORE (Doing Social Science) and (Designated Statistical Reasoning)	3			Philosophical Ideas		
EDU 500 Literacy Assessment and Intervention (Spr)	3			Christian Tradition		
EDU 525 Procedures for Inc. of Students w/MM (F,Spr)	3			Explorations Level		
EDU 552 Differentiation of Instruction (Spr)	3			Ethics		
EDU 565 Methods of Teaching Language Arts (F) CORE (Designated Written Communication)	3			Global Perspectives in History		
EDU 566 Teaching of Reading (F)	3			Literature		
EDU 567 Methods of Teaching Social Studies (F)	3			Biblical Tradition		
EDU 568 Methods of Teaching Mathematics (Spr) CORE (Designated Oral Communication)	3			Understanding Natural Science		
EDU 569 Methods of Teaching Science (Spr)	3			Understanding Social Science	211	
EDU 583 Mngmnt Practices for Classroom Teachers (F, Smr)	3			Fine Arts		
EDU 584 Differentiation of Instruction						
EDU 591 Student Teaching (F,Spr)	8-14			Foreign Language		
EDU 593 Student Teaching Seminar (F,Spr) CORE (Designated Ethics)	1			Integrations Level		
				Intersections		
				Doing Natural Science		
EDU 454: **August Experience Course not required but suggested for those student teaching in the spring semester	*1			Doing Social Science	299	
				Ultimate Questions		
				Designated Courses		
MTH105 is suggested	4			Ethics	593	
Highlighted semesters are online or hybrid				Oral Communication	568	
<input type="checkbox"/> 6 hours Math				Statistical Reasoning	299	
<input type="checkbox"/> 6 hours Social Sciences				Technology	242	
<input type="checkbox"/> 6 hours Other from above lists				Written Communication	565	
Praxis II EECIA Exam	Date:		Score:	128 hrs required for degree		

ELEMENTARY EDUCATION (K-6, K-8) UNDERGRADUATE DEGREE PROGRAM
Recommended Sequence
(Magis Core)

FRESHMAN YEAR					
#*EDU/170	Diversity and Justice	3	EDU 131	Literature for Children	3
xxx xxx	Magis Core Requirements & Electives	13+	#*EDU 211	Exploring Child and Adolescent Development	
			xxx xxx	Magis Core Requirements & Electives	13+
FALL SEMESTER TOTAL HOURS:			16+		
			SPRING SEMESTER TOTAL HOURS: 16+		
<i>(Take the Praxis Core & apply for admission to the Education Department.)</i>					
SOPHOMORE YEAR					
EDU 104	Integration of Art, Music and Phys. Educ.	3	#*EDU 299	Educational Assessment & Measurement	3
		3	MTH 105	Math for Elementary Teachers	4
xxx xxx	Magis Core Requirements & Electives	10+	xxx xxx	Magis Core Requirements & Electives	9+
FALL SEMESTER TOTAL HOURS:			16+		
			SPRING SEMESTER TOTAL HOURS: 16+		
JUNIOR YEAR					
*EDU 565	Methods of Teaching Language Arts	3	#*EDU 568	Methods of Teaching Math	3
EDU 566	Teaching of Reading (field experience in a primary grade)	3	#EDU 569	Methods of Teaching Science (field exp in intermediate grade)	3
EDU567	Methods of Teaching Social Studies	3	EDU 500	Literacy Assessment and Intervention	3
EDU 583	Management Practices	3	#EDU 525	Procedures for Including Students with M/M Disabilities in Reg Class	3
xxx xxx	Magis Core Requirements & Electives	1-2	#EDU 584	Differentiation of Instruction	3
			#EDU242	Computer Related Technologies	2
FALL SEMESTER TOTAL HOURS:			16+		
			SPRING SEMESTER TOTAL HOURS: 18		
SENIOR YEAR					
#EDU 591	Student Teaching I	8-14	xxx xxx	Magis Core Requirements & Electives	
#*EDU 593	Student Teaching Seminar	1			3
<i>Note: All education course work must be completed prior to student teaching.</i>			xxx xxx	College Requirements & Electives	12+
FALL SEMESTER TOTAL HOURS:			9-15		
			SPRING SEMESTER TOTAL HOURS: 16+		

* Satisfies Magis Core Requirement
Requires field experience

NOTE: 128 hours are required to graduate

NOTE: Students must successfully complete all three sections of the Praxis Core tests (formally PPST) before taking any 300-level or higher Education courses and maintain a cumulative GPA of 2.5 Please see the director of Elementary Education and/or visit the Education Department website for additional information: www.creighton.edu/ccas/education .

Creighton's program in elementary education is fully accredited by (CAEP).

CURRICULUM IN ELEMENTARY EDUCATION

EDU 170 – Diversity and Justice in Education

The course, both lecture and field-based oriented, provides inquiry into the field of teacher education. Problem-solving and critical-thinking case studies will provide opportunities for students to explore the purposes of education, development of curriculum, cultural diversity of students and families, and the history and philosophy of education. This course incorporates and includes dual registration with the COM 101 Oral Communications course.

EDU 131 – Literature for Children

Study of children's literature, pre-primary through junior high; history, types, the contemporary scene, extensive required reading. (Offered spring semester only.)

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. (Offered fall semester only)

EDU 211 – Child and Adolescent Development

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. Emphasis on processes that have practical application for teachers and parents. A total of 35 clock hours of K-12 classroom aiding required. P: EDU 170

EDU 299. Understanding Educational Assessment and Statistical Reasoning. 3 credits.

A review of accepted educational assessment and measurement strategies and strategies for the use of statistical reasoning in reaching conclusions about data. P: Mathematical Reasoning and Understanding Social Science. P: Mathematical Reasoning; Understanding Social Science.

EDU 242 – Computer Related Technologies in Teacher Education

Introduction to computer related technologies in the elementary and secondary classroom. Designed to give students a working knowledge of technologies currently being used in schools as curriculum enhancers and productivity tools. P: EDU 170 and DC.

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. P: EDU 566.

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/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. Suggested CO: EDU 565, 566 or 568, 569. Certified writing course.

EDU 565 – Methods of Teaching Language Arts in the Elementary School

Emphasizes content and methods in teaching language arts in elementary and middle school. Students complete a 32-hour practicum (EDU 565/566) in a public school classroom. P: EDU 170, 299, 211; DC; CO: EDU 566.

EDU 566 – Teaching of 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 32-hour practicum (EDU 565/566) in a public school classroom. P: EDU170, 299, 211; DC; CO: EDU 565. Certified writing course.

EDU 567 – Methods of Teaching Social Studies in the Elementary School

Emphasizes content and methods in teaching social studies in elementary and middle school. (Offered spring semester only.)
P: EDU 170, 211; DC.

EDU 568 – Methods of Teaching Mathematics in the 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 170, 211; DC; CO: EDU 569.

EDU 569 – Methods of Teaching Science in the Elementary School

Emphasizes content and methods in teaching science in elementary and middle school. Students complete a 25-hour practicum (EDU 568/569). P: EDU 170, 208, 210; DC; CO: EDU 565.

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: 565/566; 568/569; DC.

EDU 584 – Differentiation of Instruction

This course is designed to develop teachers' skills in enhancing learning for all students by engaging them in activities that respond to their particular learning needs, strengths, and preferences.

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; CO: EDU 593, DC.

EDU 593 – Student Teaching Seminar

Student teachers deal with issues of physical and mental wellness, communicating with families and communities, applications, portfolios, interviews, and relevant teaching concerns. CO: EDU 591.

Optional**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.)

SECTION III CAPSTONE INFORMATION

FIELD EXPERIENCES

As part of Creighton University's dynamic elementary education program, the pre-service teacher has a wide range of opportunities to demonstrate or practice his/her knowledge, skills, and attitudes and values associated with a career as an educator. During EDU 170, the student makes a number of visits to metro area schools. In EDU 211 the student aids for 35 hours during the semester. During EDU 568/569 (math/science methods block), pre-service teachers observe, then plan, prepare, present, and assess hands-on/minds-on math and science lessons. During EDU 565/566 (language arts/reading methods block), pre-service teachers observe, prepare and present literacy skills in a public school with cultural diversity. 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 a minimum of 100 hours of experience in kindergarten, primary, intermediate and middle grades; public and parochial schools; and in 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 will result in termination in the elementary education program. **Unsatisfactory evaluations will result in termination from the elementary education program.**

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 undergraduate students who are completing a bachelor's degree at Creighton University with a major in elementary education (and/or an endorsement in special education) or a co-major in secondary education (and/or an endorsement in special education) 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 a bachelor's degree from Creighton and who have completed all of their teacher education requirements except for student teaching/seminar, 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 Director of Certification 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 Director of Certification, 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 Director of Certification of their decision.
3. The Director of Certification 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.

Those individuals who are not Creighton graduates and who are hired by local schools/districts with the proviso that they obtain certification need to consult with the appropriate Program Directors and the Director of Certification to accomplish this.

BACHELOR'S DEGREE COMPLETION AND CERTIFICATION

Personnel in the Creighton College of Arts and Sciences complete a senior check with graduating seniors to ensure that graduation requirements have been met. Questions about seniors in Education are brought to the attention of the Education advisors.

A minimum of 128 semester hours is required for graduation. Students are encouraged to keep in close contact with Education Department and College of Arts and Sciences advisors to ensure that they have taken all appropriate coursework and fulfilled all requirements. All 300-level and above courses, and the final 32 semester hours, must be completed at Creighton University.

A formal application for conferral of the degree must be filed with the Registrar's Office in accordance with timelines established by that office. These dates are published in the [Creighton University Bulletin](#) and the [Creighton University Schedule of Courses](#).

Nebraska certification information is provided to students by the Director of Certification. 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 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 Director of Certification. Questions about this procedure may be addressed to the Director of Certification at 280-3583 or by visiting Eppley 450.

As a result of a federal mandate, teacher training institutions in the state of Nebraska must require students pursuing an elementary education endorsement to complete the Praxis II Elementary Education: Curriculum, Instruction and Assessment (EECIA) test. Successful completion of the test with a passing score of 159 is necessary to be recognized as "Highly Qualified" (under terms of NCLB) in Nebraska. The passing score may be higher or lower to be NCLB qualified in another state. Students are expected to complete this exam near the end of their program. Completion of the test will be one of assessment Creighton University's Education Department will use to determine candidate proficiency and is required as a prerequisite for student teaching.

Although Nebraska Department of Education continues to encourage Nebraska districts to hire the best person for the job, candidates need to understand that passing the EECIA is important since districts and principals will likely give priority consideration to new teachers who are NCLB qualified. Districts are required under NCLB to make annual progress toward meeting the goal of 100% NCLB "Highly Qualified" teachers. More information about NCLB qualified teachers can be accessed at: <http://www.nde.state.ne.us/federalprograms/nclbqualifiedteachers.htm>.

The test is offered at many test center locations. At this time Sylvan Learning Centers do not offer the exit exam. More information about the EECIA, including registration information, can be accessed at: www.ets.org/praxis and click on Praxis II for further information.

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 each semester during the academic year. Students are encouraged to engage in the process of establishing a credential file. Questions about this procedure may be addressed to the Director of Certification 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 may be 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 or frays.
- ▶ 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 virtually prohibited on school grounds. Do not let students see you smoking in your car or by your car.
- ▶ Gum chewing should be avoided.
- ▶ All communication devices, including 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 attention¹

- 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.

¹ 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

