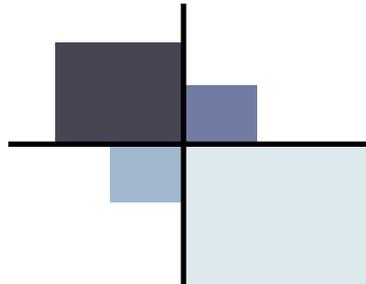


Graduate
Program

SECONDARY SCHOOL TEACHING

Student Handbook

Summer
2016



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1. PURPOSE OF THE HANDBOOK

The purpose of this handbook is to provide graduate students with information about the graduate secondary 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 secondary education. Please note that the University retains the right to make program changes at any time.

2. CREIGHTON UNIVERSITY MISSION STATEMENT

Creighton is a Catholic and Jesuit comprehensive university committed to excellence in its selected undergraduate, graduate and professional programs.

As Catholic, Creighton is dedicated to the pursuit of truth in all its forms and is guided by the living tradition of the Catholic Church.

As Jesuit, Creighton participates in the tradition of the Society of Jesus which provides an integrating vision of the world that arises out of a knowledge and love of Jesus Christ.

As comprehensive, Creighton's education embraces several colleges and professional schools and is directed to the intellectual, social, spiritual, physical and recreational aspects of students' lives and to the promotion of justice.

Creighton exists for students and learning. Members of the Creighton community are challenged to reflect on transcendent values, including their relationship with God, in an atmosphere of freedom of inquiry, belief and religious worship. Service to others, the importance of family life, and the inalienable worth of each individual and appreciation of ethnic and cultural diversity are core values of Creighton.

Creighton faculty members conduct research to enhance teaching, to contribute to the betterment of society, and to discover knowledge. Faculty and staff stimulate critical and creative thinking and provide ethical perspectives for dealing with an increasingly complex world.

3. CREIGHTON UNIVERSITY GRADUATE SCHOOL PURPOSE

The Graduate School is charged with promoting graduate studies and research of high quality within the various graduate programs, and with fostering scholarship and research among the faculty.

Graduate study differs from undergraduate study in that, while extending the student's range of knowledge through course work and independent study, it intends to develop traits of critical judgment, independent thinking, scholarly initiative, and the habit of disciplined inquiry. Each graduate student is expected to thoroughly develop knowledge and skills in at least one field of endeavor so that the student can communicate the major concepts of that area of expertise to specialists and laypersons. The student should not expect to acquire the advanced knowledge and

technical skills for interpretation and development of one's field of study from formal classroom and laboratory sessions alone, but should, in addition, utilize his or her energies to collect, organize, synthesize, and communicate the knowledge and application of the independent resources of one's chosen discipline. The mature graduate student acquires the skills requisite to identifying problems of inquiry, formulating means to the solution of those problems, and communicating the interpretations of scholarly analysis.

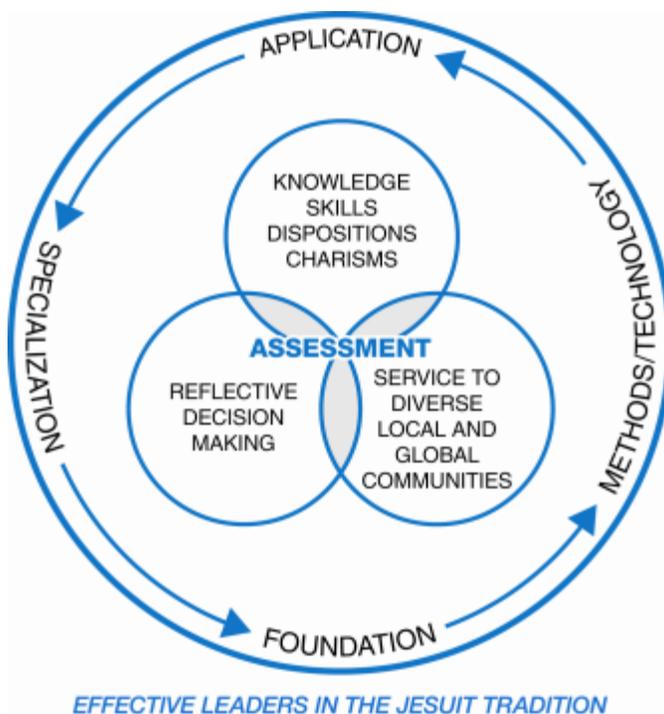
4. EDUCATION DEPARTMENT MISSION

The mission of Creighton University's Education Department is to empower undergraduate and graduate students to become effective and caring teachers, school administrators, and counselors who desire to work with students and families in schools and agencies.

True to the Jesuit tradition of preparing teachers in education, the department focuses on developing critical thinking, reflective decision-making, and service orientation to promote the general welfare of individuals in the local and global communities. Through collaborative planning and research, the department pursues a future in which educational institutions become communities of inspired leaders.

Creighton's pre-service education students participate in a liberal arts and a professional studies program. The liberal arts provide a broad knowledge base, establish values, and instill an appreciation of cultures. The professional studies programs develop competence, wisdom, and compassion.

Guided by the desire for excellence, the department has a commitment to continuous examination of the curriculum and a commitment to exemplifying the best methodologies for preparing professionals for positions of leadership in the educational community.



5. EDUCATION DEPARTMENT CONCEPTUAL FRAMEWORK

The Education Department has summarized its conceptual framework with the following theme:
“Effective Leaders in the Jesuit Tradition”

Creighton University, as a Jesuit institution, promotes excellence and the pursuit of truth. There is intent to educate the whole person and to promote justice. In addition, Creighton describes her purposes as contributing to the betterment of society and providing ethical perspectives for dealing with issues in an increasingly complex world. It is the unit’s belief that these ideals direct the development of leadership as a means of advocating for and changing communities. Teachers, as leaders first in their classrooms, must be advocates and change agents. Achievement of this endeavor depends upon the acquisition of appropriate knowledge, skills, dispositions, and charisms, reflective decision making, service to diverse local and global communities. Effective, authentic assessment activities insure that these are achieved.

The unit’s conceptual framework, first conceived in 1995, articulates the professional education curriculum, design, delivery, and assessment that occurs at Creighton University. The unit’s review and revision of the conceptual framework has continued since that time. In 2000, the unit’s members renewed efforts to integrate charisms, technology, and authentic assessment practices across all programs.

The philosophy underlying the conceptual framework is constructivist, for unit members believe that the learning process is dynamic, rather than passive. Each learner must actively be engaged, build or “construct” meaning based on prior knowledge, skills, and dispositions. Following a constructivist philosophy, unit members share the view that education should be designed to create a sense of self-awareness, since self-awareness is the first step toward becoming a reflective practitioner. This reflective process places the candidate in a position of observing, reflecting, and making critical, reflective decisions (Eby, 1997) in order to solve problems. This would then imply that training programs, in order to be appropriately designed, must be developmental in nature and sequenced in a manner that will allow candidates to acquire knowledge, skills, dispositions (Morrison, 2000) and charisms. In addition, these experiences should be fostered through campus classroom and P-12 experiences. True to this premise, the unit has had partnerships with several metropolitan schools since 1997: Sacred Heart Grade School, St. Cecilia’s Grade School, All Saints Grade School, Lothrop Academy, Jackson Academy, and South High School.

Constructivism also offers an alternative to a behaviorist’s approach to student learning. The philosophy recognizes the social setting of classrooms and schools where a student’s thoughts, actions, and construction of knowledge are influenced by other learners and social activity of the setting. Students become actively engaged in the learning process and develop critical thinking and problem solving skills within their learning community – the classroom. Of course, this means that teacher education candidates must be observant and resourceful in utilizing the community developed in the classroom.

Essential to effective leaders are knowledge and skills in pedagogy, diversity, and technology. Working from a framework that emphasizes reflective decision making, candidates learn pedagogical strategies and best practices in the methods classes of respective programs. The unit’s commitment to prepare candidates to serve diverse local and global communities began with the recognition that the population is changing and candidates often do not resemble the students in their

classrooms (Sadker & Sadker, 2003; Ryan & Cooper, 2000; Morrison, 2000). This has culminated in the belief that an understanding of multicultural education and its importance to national unity should be advocated (Banks & Banks, 2000; Gollnick & Chinn, 1986). True to this belief is the endeavor that field experiences should provide opportunities for candidates to work with diverse students (ethnic, socioeconomic, religious, etc.) in diverse settings (urban, suburban, public, and private).

With rapid changes in technology for teaching, learning, and general cultural survival, it is vital that candidates have knowledge and skills for its use as well as valuing the place of technology in schooling and society. Candidates should understand technology's impact on student learning; its use as a cognitive or communication tool, as a means of facilitating instruction, and as a way of assisting special needs students (Morrison, 2000). The role of the teacher is that of a facilitator and guide. Several issues that concern the unit, although not different from society in general, are suitable infrastructure, rising maintenance costs, technology education of supervising on-site teachers, and equity.

Although difficult to delineate into discrete components, the conceptual framework is comprised of three interconnected circles: Knowledge, Skills, Dispositions, and Charisms; Reflective Decision Making; and Service to Diverse Local and Global Communities. Assessment lies at the center of the model to indicate the unit's commitment to ongoing evaluation of candidate growth, student learning, and program effectiveness.

Knowledge, Skills, Dispositions, Charisms

The programs within the Education Department are based upon constructivist philosophy in which effective leaders “construct” learning and understanding from previous knowledge, skills, dispositions, charisms and experiences. These effective leaders acquire knowledge and skills in content and pedagogy (including professional orientation) while facilitating learning for all students. This accomplishment illustrates their attainment of professional dispositions and Ignatian charisms: cura personalis, magis, men and women for and with others, and contemplation in action. Cura personalis refers to a personal care of the whole individual – caring relationships. Magis means – “the more” – striving toward excellence. Men and women for and with others specify service – building community and all inclusive classrooms. Contemplation in action indicates a faith-based process of reflection and prayerful moral and ethical decision making that moves one to action. Teacher education candidates complete this process developmentally by participating first in foundational courses, then methods courses integrated with technology, and finally, application and specialization courses.

Initial preparation programs within the unit have identified and aligned dispositions associated with INTASC standards. Advanced preparation programs have reviewed their respective professional standards and those identified by the state and institution for inclusion within their programs. All preparation programs within the Education Department have adopted four “charisms” as foundational to the set of dispositions identified within our conceptual framework.

Charisms, drawn from Ignatian core values, are defined as special gifts of the Holy Spirit, or God-given graces, which characterize a person or group and are used to contribute to the common good and glorify God in the Church and world. There are several ways to envision charisms. They can be viewed as faith-based core values; individual or group gifts freely given by God to be used for the good of others, not for personal good; found in the Church *and* the secular world; and used as a means to glorify God. The charisms adopted by the Education Department are based on an Ignatian vision and Jesuit Educational Tradition. The charisms selected for inclusion within the curriculum

and educational experiences are: *Cura Personalis*, *Magis*, Men and Women for and with Others, and Contemplation in Action.

OUR CHARISMS

The Education Department at Creighton University

Revised March 30, 2012

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.

EFFECTIVE LEADERS IN THE JESUIT TRADITION

Reflective Decision Making

The reflective decision making process of the effective leader is initially developed through strengthening of critical thinking and problem solving skills. Effective leaders realize that this is a dynamic, continual process that draws upon research and practical application within the educational setting. Of value to this process are the identification, diagnosis, and interpretation of P-12 student strengths, weaknesses, and educational needs. The effective leader utilizes reflective decision making to evaluate his/her own teaching, actions and consequences, and develops his/her own plan for improvement.

Service to Diverse Local and Global Communities

The effective leader in the Jesuit tradition demonstrates a commitment to service. It is within field experiences that these effective leaders are exposed to classroom settings in which they come to appreciate diversity and inclusion. The programs within the unit strongly encourage and make accommodations for these opportunities, so that teacher education candidates recognize the plurality of society, interact within that pluralistic society, and become nurturing, effective leaders within those settings.

Teacher education candidates are exposed to workshops and seminars on issues of diversity. The unit's participation in the Nebraska Partnership for Quality Teacher Education Grant (NPQTE) provided opportunities for candidates to review materials that demonstrated inclusion and brought candidates together with diverse students in service-learning activities. These experiences combined with the many opportunities for service on campus and within the unit prepare candidates to become "*Leaders in the Jesuit Tradition.*"

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- Morrison, G.S. (2000). Teaching in America (2nd ed.). Boston: Allyn & Bacon.
- Ryan, K., & Cooper, J.M. (2000). Those who can, teach (9th ed.). Boston: Houghton Mifflin.
- Sadker, M.P., & Sadker, D.M. (2003). Teachers, schools, and society (6th ed.). Boston: McGraw-Hill.

6. ADMISSION AND ADVANCEMENT IN 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.

6(A). Admission Criteria

Applicants are to meet the following criteria to be considered for admission into the Creighton University graduate teacher education program.

1. Undergraduate GPA of 3.0 or higher
2. BS or BA from accredited US college
3. Letters of recommendation
4. College transcripts
5. Notarized professional statement
6. Praxis I Core Tests and Praxis II Content Test
7. Personal statement
8. Interview
9. Background check

* Students with an undergraduate cumulative GPA of 2.9 or higher will be considered.

6(B). Ongoing Student Assessment and Reporting Requirements

Felony Convictions/Mental Capacity Statements

If your status changes at any time while in the program regarding any legal convictions or concerns with mental capacity, you must notify the certification officer immediately.

Minimum 3.0 QPA

Candidates overall coursework must meet the minimum grade point requirements of 3.0. 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 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.

Level II

To be admitted to Level II, you must maintain a 3.0 average in EDU 503, 510, and 583; and obtain a C or higher in all three courses.

Level III

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. Candidates must have maintained satisfactory progress throughout all education coursework and field experiences, including a minimum of 3.00 GPA. 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. A new background check may be required as part of the student teaching application. Students must successfully complete all required education courses and 100 practicum hours before they will be permitted to begin student teaching (EDU 503, 510, 525, 548, 551, 575, and 583).

Level IV

The Selection and Retention Committee of the Education Department will review all information submitted by potential candidates for graduation and authorization for certification. Candidates will be required to submit evidence of successful completion of course work and field experiences. A minimum 3.00 GPA is required.

6(C). Program Evaluation

Student Program Evaluation

Current students will complete a written program evaluation. The program director, the certification officer, and the Secondary Education Program Committee will review these evaluations and implement needed changes.

Secondary Education Advisory Board

A board will meet each year to evaluate the program and discuss new trends in the field. This board may be composed of Creighton faculty, school professionals, and Creighton students.

Assessment Plan

Instructors of identified courses submit student learning outcome data. This data is regularly reviewed by the program director and the Department. When changes to the program are deemed necessary based on the data, the program director oversees the implementation of the changes and keeps the Department updated in quarterly written reports.

6(D). Retention

Once a student is admitted to the Department, progress is monitored and checked at several points. The Selection and Retention Committee reserves the right to dismiss a student from the teacher certification program if the student does not meet the standards expected by the Education Department.

1. Each semester fieldwork and grades are monitored by the assigned Education Department advisor. Whenever a student falls below the 3.0 (B) cumulative GPA requirement, the student is placed on probation for one semester. A student who fails to remove probation within one semester is dismissed 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 dismissed from the Graduate School.
2. A pre-service teacher's progress is assessed again when applying to student teach. Criteria include current GPA 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.

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 for 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 and the Graduate School reserve the right to dismiss from the program any student who does not meet acceptable professional standards. A student may also be dismissed from the Department and the Graduate School for one serious violation of the standards described above.

Revised: 3/10/2015

6(E). 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.

Department Appeals Procedure for Issues Other Than Admission, Retention, or Program Requirements

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. Beverly Doyle and Dr. Ann Mausbach.) 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.

For grade appeals, see Section #9.

6(F). Graduate Degree Completion Deadline (Residence)

“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. Prerequisite courses taken at the beginning of a planned program do not count in the time determination. Students may, under extraordinary circumstances, petition the Graduate Dean for an extension. If a program is prolonged, courses taken at the beginning of the period may not be counted toward the required credits for the degree.” (Creighton University Bulletin, Graduate Issue, 2014-2015, p. 54.)

7. STUDENT RESPONSIBILITY & ACADEMIC ADVISING

Each graduate student is personally responsible for completing all requirements established for his or her degree by the University, the Graduate School, and the Department. It is the student's responsibility to inform himself or 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, 2014-2015, p. 50).

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.

8. POLICY ON ACADEMIC HONESTY

The Department enforces the policy on academic honesty that is mandated by the University (Creighton University Bulletin, Graduate Issue, 2014-2015, p. 64).

“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.”

9. 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.

10. SECONDARY EDUCATION PROGRAM OUTCOMES

ELEMENTARY & SECONDARY 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 11th standard is rooted in the Ignatian/Jesuit, Catholic character of Creighton. 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 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 these faith-based gifts and ideals: *cura personalis* (“care of the person”), *magis* (the “more”), men and women for and with others (service, justice, and inclusive community), and contemplation in action (prayerful and reflective decision-making).

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.

(05/2012)

11. REQUIRED COURSES

Graduate Program in Secondary School Teaching

EDU 503	Foundations of Education (P: Dept. and program approval)	1 hr.
EDU 510	Growth and Development of Children and Adolescents (P: Grad Stdng or DC)	3 hrs.
EDU 525	Procedures for Including Students with Mild/Moderate Disabilities in the Regular Classroom (P: or CO: EDU 551) (Requires 15-20 hours of field placement in a local school)	3 hrs.
EDU 535	Human Relations & Cultural Diversity (P: DC)	3 hrs.
EDU 548	Teaching Reading in Content Areas in Middle and Secondary Schools (P: or CO: EDU 551)	3 hrs.
EDU 551	Methods of Instruction for Secondary Teaching (P: or Co: EDU 503, 583 or DC) (Requires 55 hours of field placement in a local school)	3 hrs.

EDU 575	Action Research in Your Content Area (P: or C: EDU 551) (Requires 25 hours of field placement in a local school)	3 hrs.
EDU 583	Management Practices for Classroom Teachers (P: Dept. and program approval) (P or CO: EDU 341 or EDU 503 or DC; Grad Stndng or DC for summer offering)	3 hrs.
EDU 591	Clinical Practice (Student Teaching) (P: EDU 503, 525, 535, 548, 551, 575, 583 & DC; CO: 593)	3-14 hrs.
EDU 593	Clinical Practice Seminar (CO: EDU 591)	1 hr.
EDU 601	Instructional Technology for the Classroom (P: Grad Stndng)	3 hrs.
EDU 652	Differentiation of High School Teaching (P: Grad Stndng)	3 hrs.

Creighton's program in secondary school teaching is fully accredited by the National Council for the Accreditation of Teacher Education (NCATE).

12. RECOMMENDED CLASS SCHEDULE

SUMMER	FALL	SPRING	SUMMER
Foundations of Education (EDU 503)	General Methods (EDU 551)	Clinical Practice (EDU 591)	Child and Adolescent Development (EDU 510)
Human Relations (EDU 535)	Action Research in Your Content Area (EDU 575)	Clinical Practice Seminar (EDU 593)	Instructional Technology (EDU 601)
Management Practices for Classroom Teachers (EDU 583)	Inclusion of Students with Mild/Moderate Disabilities (EDU 525)		Differentiation of HS Teaching (EDU 652)
	Teaching Reading in the Content Area (EDU 548)		
7 Credits	12 Credits	8 Credits	9 Credits

13. COURSE DESCRIPTIONS

EDU 503 – Foundations of Education. 1 credit.

This course serves as an introduction to educational profession and Creighton University's graduate program in teaching. Students will acquire a basic understanding of the history and philosophy of education in the United States, including Catholic school education. Students will also review professional ethics and complete case studies in ethical practice. Students will

develop their own philosophy of education using an eclectic approach as the capstone assessment for this course. P: Dept. and program approval.

EDU 510 – Growth and Development of Children and Adolescents. 3 credits.

This survey course covers the theory and research literature of child and adolescent development, beginning at conception and ending in late adolescence. Physical, cognitive, language, motor, personality, social, affective, moral, and spiritual development are considered as the course seeks to prepare students for roles in P-12 schools. Aiding hours in assigned school sites may be required. P: Grad Stdng or DC

EDU 525 – Procedures for Including Students with Mild/Moderate Disabilities in the Regular Classroom. 3 credits.

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.

EDU 535 – Human Relations and Cultural Diversity. 3 credits.

Course designed to provide teacher educators with human relations skills and to foster insight into effective communication with diverse racial and/or cultural groups. This course meets the human relations requirement of the Nebraska Department of Education. P: DC.

EDU 548 – Teaching Reading in Content Areas in Middle and Secondary Schools. 3 credits.

Course designed for junior high and secondary school content-area teachers who have had little or no background in the field of teaching reading. Practical concepts, techniques, strategies and activities designed to enable the content area teacher to develop better a student's reading skills and abilities while utilizing content materials. P or CO: EDU 551.

EDU 551 – Methods of Instruction for Secondary Teaching. 3 credits.

This course introduces students to the general principles of teaching in a secondary school. The course addresses planning for instruction, teaching methods, and assessing student achievement. Students practice their skills outside of class through weekly fieldwork experiences in local schools. P or CO: EDU 503, 583 or Dept. approval. Includes a 55 hr practicum in a school.

EDU 575 – Action Research in Your Content Area. 3 credits.

The purpose of the course is to give students a working knowledge of educational research methods and secondary teaching methods within a content area. Students will explore best practices in teaching secondary content areas using site based interviews, literature reviews, and a variety of classroom activities. This course includes a 25 hour practicum experience in a local school, which is an integral part of this course. P or CO: 551. Includes a 25 hr practicum in a school.

EDU 583 – Management Practices for Classroom Teachers. 3 credits.

Creating and/or maintaining a positive learning environment through techniques of observation, description, measurement and evaluation for optimum student learning. P or CO: EDU 341 or EDU 503 or DC; Grad Stdng or DC for summer offering.

EDU 591 – Clinical Experience (Student Teaching). 7 credits.

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 503, 525, 535, 548, 551, 575, 583 & DC; CO: 593.

EDU 593 – Clinical Seminar. 1 credit.

Student teachers deal with issues of classroom management, communication with families and communities, applications, portfolios, interviews, and relevant teaching concerns. CO: EDU 591.

EDU 601 – Instructional Technology for the Classroom. 3 credits.

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. P: Grad Stdg.

EDU 652 – Differentiation of High School Instruction. 3 credits.

Students will utilize previous experience in grades 7-12 teaching to identify their skills and growth areas in differentiating teaching. Students will then expand on existing skills and develop new skills so that all students in their classrooms can reach identified learning outcomes. P: Grad Stdg.

14. POLICIES RELATED TO SECONDARY EDUCATION COURSEWORK**Transfer Students**

The following education courses **must** be taken at Creighton:

EDU 341 or 551 General Methods in Secondary Teaching	3 hrs.
OR EDU 575 Action Research in Your Content Area	3 hrs.
EDU 591 Student Teaching	3-14 hrs.
EDU 593 Seminar in Student Teaching	1 hr.

A transcript analysis will be performed and additional content area classes may be required to satisfy Nebraska Department of Education Requirements. Additional coursework in Education may also be required to meet University program requirements.

Adding a Secondary Field or Subject Endorsement to an Elementary Education Endorsement

Elementary teachers who wish to add a secondary field or subject endorsement should contact the Creighton teacher certification officer for information.

Renewal of Teaching Certificate

Persons seeking to renew their Nebraska teaching certificate through Creighton University must take at least one course needed for renewal at Creighton. Contact the certification officer for more information.

Adding a Secondary Teaching Endorsement

Persons seeking to add teaching endorsements to their Nebraska secondary certificate through Creighton University should contact the certification officer.

Student Teaching While on Contract

A student may complete student teaching in their own classroom as a contracted teacher. All student teaching policies apply. Students seeking an endorsement in Art must have opportunities to teach at both the secondary and elementary levels.

Exam Credit for Endorsement Area Coursework

The Education Department will accept up to nine credits by exam for endorsement area courses. The exam credit must be clearly stated on a college transcript from an accredited U.S. college. A list of CLEP exams accepted as equivalent to endorsement courses is available from the program director. Consult the director before registering to take an exam.

Provisional Teacher Certification

- Complete all teacher education requirements and at least ½ of endorsement coursework **OR**
- Complete at least ½ of teacher education requirements and at least ½ of endorsement requirements.
- Consult certification officer for more information.

Transfer Credit

A total of six hours of graduate credit taken at another accredited U.S. college or university may be applied towards completion of graduate teaching requirements. The program director, in consultation with the student, will decide if credit from other institutions will be accepted for credit at Creighton.

Exception to Course Prerequisites

Occasionally, the program director will allow a student to take some education courses out of sequence, but this does not apply to EDU 525 or student teaching.

Waiving Course Requirements

The program director, using official transcripts and in consultation with the student, will determine if any course requirements can be waived.

Study Plan

Students must follow the study plan approved by the program director or obtain permission from the director to change the study plan. Non-approved coursework will likely not be accepted toward completion of the graduate program in secondary school teaching.

Transcript Analysis Policy

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 F will not be accepted for credit or for satisfaction of pre-requisite program requirements.

15. FIELD & SUBJECT ENDORSEMENTS

Field Endorsements

The Education Department offers field endorsements in:

- Art (K-12)
- Language Arts (7-12)
- Mathematics (6-12)
- Science (7-12) (Biology, Chemistry, Earth & Space Science, & Physics)
- Social Science (7-12)

Subject Endorsements

Subject endorsements are offered in:

- English (7-12)
- French (7-12)
- History (7-12)
- Religious Education (K-12)
- Spanish (7-12)

Note: The most current program sheet for each endorsement is available in the Education Department main office or at the Education Department website. The program sheets indicate which courses are required for each endorsement.

16. CAPSTONE INFORMATION

16(A). Field Experiences

As part of Creighton University's dynamic secondary school teaching 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. During EDU 551, 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.

For all field experiences, the student is responsible for having on-site supervisors complete the evaluation forms indicating that activities and hours required 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 graduate education program.

16(B). Student Teaching

The normal program provides for 16 weeks of all-day student teaching. Student teachers follow the calendar of their district.

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.

16(C). 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 1 for graduation at the end of the second semester, and by June 1 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.

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 402-280-3583 or by visiting Eppley 449.

16(D). 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 402-280-3583, or by visiting Eppley 449.

APPENDICES

I. STUDENT ORGANIZATIONS

STUDENT EDUCATION ASSOCIATION OF NEBRASKA (SEAN), Creighton Chapter

The Student Education Association of Nebraska (SEAN) is composed of students who are pursuing teacher education. SEAN provides opportunities for members to learn about the teaching profession, engage in service within schools, and develop relationships with peers and members of the education profession. Membership in the Creighton chapter includes membership in the state (NSEA) and national (NEA) organizations. SEAN, through dues paid by members, provides liability insurance for those members who are aiding, assisting or student teaching in schools.

Application for membership in SEAN can be made at www.nsea.org.

II. 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 let any midriff show, front or back.
- Skirts ought to come below the knees.
- Comfortable dress shoes without heels.

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:

- Tucked in collared shirt, dress pants, and dress shoes.
- Ties are encouraged.
- No baseball caps.

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.

III. REGULATIONS AND STANDARDS FOR PROFESSIONAL PRACTICES

TITLE 92, NEBRASKA ADMINISTRATIVE CODE, CHAPTER 27

Section 004 Standards of Ethical and Professional Performance for Holders of Public School Certificates

The following standards apply to all holders of public school certificates.

004.01 Preamble: The educator shall believe in the worth and dignity of human beings. Recognizing the supreme importance of the pursuit of truth, the devotion to excellence and the nurture of democratic citizenship, the educator shall regard as essential to these goals the protection of the freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator shall accept the responsibility to practice the profession to these ethical standards.

The educator shall recognize the magnitude of the responsibility he or she has accepted in choosing a career in education, and engages, individually and collectively with other educators, to judge his or her colleagues, and to be judged by them, in accordance with the provisions of this chapter.

The standards listed in this section are held to be generally accepted minimal standards for public school certificate holders in Nebraska with respect to ethical and professional conduct and are, therefore, declared to be the criteria of ethical and professional performance adopted pursuant to the provisions of Section 79-866 R.R.S. for holders of public school certificates.

If the certificate holder is employed in a nonpublic school, that context shall be taken into account in the application of these standards.

004.02 Principle I - Commitment as a Professional Educator: Fundamental to the pursuit of high educational standards is the maintenance of a profession possessed of individuals with high skills, intellect, integrity, wisdom, and compassion. The educator shall exhibit good moral character, maintain high standards of performance and promote equality of opportunity.

In fulfillment of the educator's contractual and professional responsibilities, the educator:

004.02A Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.

004.02B Shall not discriminate on the basis of race, color, creed, gender, marital status, age, national origin, ethnic background, or disability.

004.02C Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence professional decisions.

004.02D Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.

004.02E Shall not exploit professional relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.

004.02F Shall not sexually harass students, parents or school patrons, employees, or board members.

004.02G Shall not have had revoked for cause a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which a special services certificate is issued in Nebraska.

004.02H Shall not engage in conduct involving dishonesty, fraud, deceit, or

misrepresentation in the performance of professional duties.

004.02I Shall report to the Commissioner any known violation of Sections 004.02G,

004.04E, or 004.05B of this chapter.

004.02J Shall seek no reprisal against any individual who has reported a violation of this chapter.

004.03 Principle II - Commitment to the Student: Mindful that a profession exists for the purpose of serving the best interests of the client, the educator shall practice the profession with genuine interest, concern, and consideration for the student. The educator shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

004.03A Shall permit the student to pursue reasonable independent scholastic effort, and shall permit the student access to varying points of view.

004.03B Shall not deliberately suppress or distort subject matter for which the educator is responsible.

004.03C Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.

004.03D Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.

004.03E Shall keep in confidence personally identifiable information that has been obtained in the course of professional service, unless disclosure serves professional purposes, or is required by law.

004.03F Shall not tutor for remuneration students assigned to his or her classes unless approved by the local board of education.

004.03G Shall not discipline students using corporal punishment.

004.04 Principle III - Commitment to the Public : The magnitude of the responsibility inherent in the education process requires dedication to the principles of our democratic heritage. The educator bears particular responsibility for instilling an understanding of and confidence in the rule of law, a respect for individual freedom, and a responsibility to promote respect by the public for the integrity of the profession.

In fulfillment of the obligation to the public, the educator:

004.04A Shall not misrepresent an institution with which the educator is affiliated, and shall take added precautions to distinguish between the educator's personal and institutional views.

004.04B Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.

004.04C Shall neither offer nor accept gifts or favors that will impair professional judgment.

004.04D Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.

004.04E Shall not commit any act of moral turpitude or any felony under the laws of the

United States or any state or territory, and shall not have a misdemeanor conviction involving abuse, neglect, or sexual misconduct as defined in Sections 003.12 through 003.14 of 92 NAC 21.

004.04F Shall, with reasonable diligence, attend to the duties of his or her professional position.

004.05 Principle IV - Commitment to the Profession: In the belief that the quality of the services to the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to improve service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. The educator shall believe that sound professional relationships with colleagues are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to the profession, the educator:

004.05A Shall provide upon the request of an aggrieved party, a written statement of specific reasons for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.

004.05B Shall not misrepresent his or her professional qualifications, nor those of colleagues.

004.05C Shall practice the profession only with proper certification, and shall actively oppose the practice of the profession by persons known to be unqualified.

004.06 Principle V - Commitment to Professional Employment Practices: The educator shall regard the employment agreement as a pledge to be executed both in spirit and in fact. The educator shall believe that sound personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to professional employment practices, the educator:

004.06A Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.

004.06B Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.

004.06C Shall give prompt notice to the employer of any change in availability of service.

004.06D Shall conduct professional business through designated procedures, when available, that have been approved by the employing agency.

004.06E Shall not assign to unqualified personnel, tasks for which an educator is responsible.

004.06F Shall permit no commercial or personal exploitation of his or her professional position.

004.06G Shall use time on duty and leave time for the purpose for which intended.

EFFECTIVE: 11-12-03

IV. CODE OF ETHICS OF THE EDUCATION PROFESSION . . . NEA

PRINCIPLE I . . . Commitment to the Student

The educator measures his/her success by the progress of each student toward realization of his/her potential as a worthy and effective citizen. The educator, therefore, works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. The educator. . .

1. Shall not without just cause restrain the students from independent action in his/her pursuit of learning, and shall not without just cause deny the student access to varying points of view.
2. Shall not deliberately suppress or distort subject matter for which s/he bears responsibility.
3. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
4. Shall conduct professional business in such a way that s/he does not expose the student to unnecessary embarrassment or disparagement.
5. Shall not on the grounds of race, color, creed, or national origin exclude any student from participation in or deny him/her benefits under any program, nor grant any discriminatory consideration or advantage.
6. Shall not use professional relationships with students for private advantage.
7. Shall keep in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
8. Shall not tutor for remuneration students assigned to his/her classes, unless no other qualified teacher is reasonably available.

PRINCIPLE II . . . Commitment to the Public

The educator believes that patriotism in its highest form requires dedication to the principles of our democratic heritage. S/He shares with all other citizens the responsibility for the development of sound public policy and assumes full political and citizenship responsibilities. The educator bears particular responsibility for the development of policy relating to the extension of educational opportunities for all and for interpreting educational programs and policies to the public. The educator. . .

1. Shall not misrepresent an institution or organization with which s/he is affiliated, and shall take adequate precautions to distinguish between his/her personal and institutional or organizational views.
2. Shall not knowingly distort or misrepresent the facts concerning educational matters in direct and indirect public expression.
3. Shall not interfere with a colleague's exercise of political and citizenship rights and responsibilities.
4. Shall not use institutional privileges for private gain or to promote political candidates or partisan political activities.
5. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, or offer any favor, service, or thing of value to obtain special advantage.

PRINCIPLE III . . . Commitment to the Profession

The educator believes that the quality of the services of the education professional directly influences the nation and its citizens. S/He, therefore, exerts every effort to raise professional standards, to improve his/her service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. Aware of the value of united effort, s/he contributes actively to the support, planning and programs of professional organizations. The educator. . .

1. Shall not discriminate on the grounds of race, color, creed or national origin for membership in professional organizations nor interfere with the free participation of colleagues in the affairs of their association.
2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities.
3. Shall not use coercive means or promise special treatment in order to influence professional decisions of colleagues.
4. Shall withhold and safeguard information inquired about colleagues in the course of employment, unless disclosure serves professional purposes.
5. Shall not refuse to participate in a professional inquiry when requested by an appropriate professional association.
6. Shall provide upon the request of the aggrieved party a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
7. Shall not misrepresent his/her professional qualifications.
8. Shall not knowingly distort evaluations of colleagues.

PRINCIPLE IV. . . Commitment to Professional Employment Practices

The educator regards the employment agreement as a pledge to be executed both in spirit and in fact in a manner consistent with the highest ideals of professional service. S/He believes that sound professional personnel relationships with governing boards are built upon personal integrity, dignity, mutual respect. The educator discourages the practice of his/her profession by unqualified persons. The educator. . .

1. Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.
2. Shall apply for a specific position only when it is known to be vacant and shall refrain from underbidding or commenting adversely about other candidates.
3. Shall not knowingly withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
4. Shall give prompt notice to the employing agency of any change in availability or nature of a position.
5. Shall not accept a position when so requested by the appropriate professional organization.
6. Shall adhere to the terms of a contract or appointment unless these are altered by a unilateral action of the employing agency.
7. Shall conduct professional business through channels, when available, that have been jointly approved by the professional organization and the employing agency.
8. Shall not delegate assigned tasks to unqualified personnel.
9. Shall permit no commercial exploitation of his/her professional position.
10. Shall use time granted for the purpose for which it is intended.

V. CODE OF ETHICS FOR THE CATHOLIC SCHOOL TEACHER

PREAMBLE [by Catherine T. McNamee, CSJ, Past President, National Catholic Educational Association]

The whole question of values has been an important topic in educational circles in recent years – in both the public and the private sectors.

During this period of much ethical and moral debate, we in Catholic education stand ready with many contributions to make to the Church and to the nation as we share the vision and values which inform and inspire our teaching ministry.

This Code of Ethics for the Catholic School Teacher is a concise guide by which to re-examine those values and renew that vision as it relates to our ongoing commitment to students, parents, community, and profession. “To some has been given the gift of teaching. . .” This gift carries with it both great responsibilities and great personal and spiritual rewards.

PRINCIPLE I . . . Commitment to the Student

As Catholic school educators, we believe that students, like ourselves, are pilgrim people, making their journey through this life with a constant focus on the next. As Christian Catholic educators, we have a specific responsibility to encourage each student to achieve his/her maximum potential. We work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfilling our obligation to the student, we are called to

1. Help students see the relevance of a Christian value system in their daily lives.
2. Help students learn to relate human culture and knowledge to the news of salvation.
3. Show Christian concern about the joys and problems of each student.
4. Speak with charity and justice about students even when called upon to discuss sensitive matters.
5. Work with students in preparing liturgies, paraliturgies and other religious programs.
6. Respect confidential information concerning students and their homes.
7. Plan appropriate service projects for students that will develop their sense of responsibility to the community.
8. Enable students to grow in a sense of self-worth and accountability by selecting activities which promote the positive self-concept as becomes a maturing Christian.
9. Develop the students’ knowledge and understanding of the subject(s) for which we are responsible, without suppression or distortion.
10. Refuse remuneration for tutoring students assigned to our classes and reject any other use of our students for personal financial gain.

PRINCIPLE II . . . Commitment to Parents

As Catholic school educators, we believe that children are influenced by home, community, and a society in which attitudes toward Christian values are often challenged. Parents, the source from whom children and youth derive their values, entrust their children to the Catholic school to instruct, complement, and intensify the education and formation begun in the home. We are called to assist these parents in fulfilling their obligation for the Christian formation and education of their child; therefore, we will

1. Respect parent’s fundamental human right to know, to understand, and to share in decisions that affect the education of their child by:
 - Assuring parents of a commitment to ongoing education as a professional educator and informing them, upon request, of educational qualifications
 - Keeping parents apprised of the curriculum and method of instruction
 - Providing opportunities for parents to help shape classroom and school policies and keeping them well informed regarding all current policies.
2. Develop educational programs and activities to enhance family life as well as the home-school relationship.
3. Respect any confidential information which parents share.
1. Report to parents their child’s progress regularly and as needed, in a spirit of charity, with professional accuracy and honesty.

PRINCIPLE III. . . Commitment to the Community

As Catholic school educators, we believe that the school community is both an agent of appropriate change and a preserver of basic tradition. We consider the school community an integral part of the parish whose people it serves, and a vital force for preparing future civic and Church leaders. In fulfilling our obligation to our apostolic profession, we are called to

1. Promote the peace of Christ in the world by
 - Modeling peaceful solutions to community conflicts
 - Encouraging a spirit of cooperation and avoiding the extremes in competition
 - Developing skills that will enable students to interact with society for a better world
2. Cooperate wholeheartedly in the continued building of parish life and spirit by
 - Emphasizing the integral nature of the Catholic school within the parish and community
 - Assisting communication concerning parish resources, needs, and events
 - Modeling active participation in one's own parish
3. Develop student potential for constructive Christian leadership within the American democracy by ensuring an adequate understanding of history and its lessons.
 - Providing opportunities for taking responsible moral positions on current issues
 - Offering instruction and practice in leadership skills
4. Contribute to the well-being of the area in which the school is located by
 - Reflecting the philosophy of the school in one's attitudes and actions
 - Manifesting respect and appreciation for the work of educators in other schools and systems
 - Encouraging in students a respect for the person and property of their neighbors
 - Avoiding inappropriate school activities that disturb the peace and order of the community

PRINCIPLE IV. . . Commitment to the Profession

As Catholic school educators, we believe that professional excellence in Catholic schools directly influences our Church, county and world. We strive to create a Christian environment which promotes sound moral and professional judgment. Through our spirit of joy and enthusiasm, we encourage others to join us in our apostolate of teaching in a Catholic school.

In fulfilling our responsibilities as professional educators, we are called to

1. Maintain professional standards by
 - Preserving the reputations of colleagues, administrators and students
 - Safeguarding the exchange of confidential information
 - Refusing to use the classroom to further personal needs through the sale of any goods, products or publications
 - Refraining from using the school as a platform for one's own beliefs that are not in accord with the school philosophy or Church teaching
 - Overseeing the duties of non-professionals, making sure that they assume only those responsibilities appropriate to their role
 - Assisting in the orientation of educators new to a position and/or school
 - Considering the obligations of the teaching contract as binding in a most serious manner, conscientiously fulfilling the contract
 - Terminating unexpired contracts only because of serious reasons, with the consent of both parties, and after sufficient notice
 - Upholding the authority of the school when communicating with parents, students, and civic community
 - Presenting honest, accurate professional qualifications of self and colleagues when required for professional reasons
2. Seek and encourage persons who live a life consonant with Gospel values and Catholic Church teachings to pursue the apostolate of teaching by
 - Modeling the faith life and witnessing to the Faith Community on the parish, diocesan, national and world levels
 - Exemplifying the teachings of Jesus Christ by dealing with children and adults in true love and justice
 - Exhibiting knowledge of the Church documents, especially "To Teach as Jesus Did," "Sharing the Light of Faith," and "The Catholic School"

[Code of Ethics developed by the Department of Elementary Schools, National Catholic Educational Association, through the special efforts of Chairperson Ms. Ann Pizelo, Sr. Mary Theo O'Meara, B.V.M., Mrs. Mary Piotrowski, and Sr. Mary Peter Traviss, O.P.]

VI. FEES

Students in the secondary education program must pay a number of fees. These fees include but are not limited to:

Fee	Date Paid Co-major & BS Elementary Ed.	Date Paid Secondary M.Ed. Students
Praxis I Exam Fee	When registering for exam	During application to Graduate School
Background Check Fees	Prerequisite for EDU 208/210/510 and student teaching	Prior to admission and prerequisite for student teaching
SEAN Fees (liability insurance)	Prerequisite for student teaching	Prerequisite for student teaching
Safe Environment Training Fee <i>(Catholic school student teachers only)</i>	Prerequisite for student teaching	Prerequisite for student teaching
EECIA Exit Exam <i>(elementary education only)</i>	Prior to student teaching	Prior to student teaching
Secondary Praxis II Content Exam	Prior to student teaching	During application to Graduate School
Certification Fees <i>(non-Nebraska residents pay for finger-printing)</i>	When applying for certification	When applying for certification
Application Fee		During application to Graduate School
Parking Permit Health Insurance		Every year in program
University Fees Technology Fee	Every semester	Every semester