I.   INSTITUTIONAL OVERVIEW

Founded in 1878, Creighton University is coeducational, independent, and operated by the Jesuit Order of Catholic Priests. With an enrollment of 6,226 persons taught by a faculty of 1,361, Creighton's diversity boasts individuals of many races and faiths from every geographical region of the United States and from numerous foreign nations. Her mission is to offer a liberal arts and professional education that is conducted in the context of Christian values.

Located in the heart of Omaha, Nebraska, a metropolitan area with a population of over 700,000, Creighton University is the most diverse educational institution of its size in the nation. Her relatively small size and unusual academic variety are foundational to the development of community felt among her graduating sons and daughters. Creighton University embodies nine colleges and schools. In addition to the Creighton College of Arts and Sciences, Creighton has a College of Business Administration, University College, Schools of Dentistry, Medicine, Law, Nursing, and Pharmacy and Allied Health Professions, and a Graduate School offering masters and doctorate degrees. The largest college is the College of Arts and Sciences that enrolled approximately thirty-six percent of the student body (2241) during 2001-2002.

Creighton University is situated to enjoy the beauty and charm of a city that is rich in history and often referred to as the "jewel of the prairie." Omaha's cultural and recreational attractions are varied and diverse, ranging from the world-known Henry Doorly Zoo with its IMAX Theatre, indoor tropical rainforest, 450,000-gallon walk-through aquarium, and desert dome to Rosenblatt Stadium, home of the NCAA College World Series and the Omaha Royals, to the internationally acclaimed Opera Omaha, Ballet Omaha, and Omaha Symphony. These amenities add to the excellent educational experiences that Creighton University offers to students and community members.

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 student's 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, 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 new knowledge. Faculty and staff stimulate critical and creative thinking and provide ethical perspectives for dealing with an increasingly complex world.

HISTORY

John and Edward Creighton, builders of the transcontinental telegraph that linked pioneer America, have given their name to the University.

Edward's widow, Mary Lucretia Creighton, carrying out her husband's wishes, left money and directions for the establishment of a college in his memory. Following her death on January 23, 1876, the present university site was purchased and the first Bishop of Omaha, The Right Reverend James O'Connor, D.D., invited the Jesuits to conduct the Creighton College.

One priest, three scholastics, a layman and a woman formed the faculty when classes began September 2, 1878. On August 14, 1879, Bishop O'Connor surrendered his trust to a new corporation, "The Creighton University."

Jesuits were the exclusive managers of the corporation until, in October 1968, the Board of Directors was expanded to include laypersons. Today twenty-three laypersons and eight Jesuits conduct the corporate affairs of Creighton University.

The early growth of Creighton University and the enlargement of its endowment were due mainly to the benefactions of John A. Creighton and his wife, Sara Emily Creighton.

COLLEGE OF ARTS AND SCIENCES

The Creighton College of Arts and Sciences is the University's oldest and largest division. Creighton College was founded in 1878 as a liberal arts college for men. For forty years, the College was conducted without charging tuition. Women began attending teachers' courses in 1923 and University College, a parallel liberal arts division for the education of women, was formally established in 1931. These two liberal arts divisions merged as the Creighton College of Arts and Sciences in 1951. A Department of Journalism was part of the College of Commerce for 12 years until 1933 when a separate College of Journalism was established. In 1936 this status was changed to the School of Journalism and in 1948 to the Department of Journalism in the Creighton and University Colleges.

UNIT DESCRIPTION AND ACCREDITATION

The Education Department of Creighton University is one of seventeen higher education institutions in Nebraska that prepares teachers for P-12 educational settings.
The unit is one of twenty-one departments within the Creighton College of Arts and Sciences. The programs offered by the Education Department are approved by the Nebraska Department of Education and accredited by the National Council for the Accreditation of Teacher Education and the North Central Association of Colleges and Secondary Schools.

Members of the unit recognize, appreciate, and thrive in the timeless atmosphere of learning, collegiality, and spirituality that permeates the Creighton University community. The university and department missions describe three main components – service, research, and teaching…in a context of spiritual formation. The institution does, indeed, provide the "degree of difference."

The eighteen-member unit is comprised of four staff members and fourteen faculty. The majority of the faculty and staff have been hired since 1995 and that has been the impetus for program review, revision, and change within the unit. These changes were first documented for NCATE and NDE in 1997. The unit currently has seven programs at the initial and advanced levels: initial - elementary education (major), secondary education (co-major), special education (endorsement), M.Ed. (secondary education); MAGIS – Mentoring Academic Gifts in Service (secondary education) and advanced – school administration, and school counseling. The unit also offers a post-bac certificate program for those interested in secondary education and an undergraduate/graduate endorsement in ESL.

The unit's administrative structure consists of a chair, associate chair, and five program directors or coordinators: elementary education, secondary education, special education, school administration (graduate), and counseling (graduate). In addition, faculty and staff hold positions of Director of Field Experiences, Director of the MAGIS Program, Administrative Assistant, Certification Officer, and PC (personal computer) Coordinator.

The mission statement of the unit proceeds from the mission statement of the university. The focus on commitment to excellence, critical and reflective decision-making, and service are revisited within the unit's mission statement and reflected in the conceptual framework. The goal is to develop "Effective Leaders in the Jesuit Tradition" who will serve in their respective local, global, and diverse communities.

The Education Department Mission Statement

The mission of Creighton University's Education Department is to empower undergraduate and graduate students to become effective, 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 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 a continuous examination of the curriculum and a commitment to exemplifying the best methodologies for preparing professionals for positions of leadership in the educational community.

PLANNING FOR THE FUTURE

In the spring of 2001, the university embarked on a strategic planning process that would promote Creighton as a national leader among values based universities. The Strategic Plan of Creighton University, Project 125 – Approaching 125 Years of Excellence and Planning for More (Spring, 2002), explicitly states the goals for the upcoming years and capital campaign. These six goals, based on a vision statement, focus on financial stability, nurturing our identity, strengthening commitment to academic excellence, faculty, ensuring diversity, and providing a dynamic student environment. While financial stability may not be the unit's specific goal, enrollment management and tuition are the areas in which all funds for operation are generated.

Representation from across the college was evident on each of the subcommittees in the planning process. Members from the Education Department participated in the subcommittees on diversity and technology – two main areas of concern for education. The university's strategic plan proceeded from the university mission statement and coordinated with the unit's mission statement, strategic plan, and goals. The unit's strategic plan is organized around several comparable goals: identity, academic excellence, diversity, student environment, and faculty development. Activities that have been completed thus far in these areas are briefly described below.

Identity – As a result of a university-wide "Mission in Action" day offered in the spring of 1997, the unit embarked upon a journey to review its mission and integrate its image more fully into curriculum advising, research, and service. Outcomes have included the development of an Image and Identity Committee, integration of Ignatian core values into the curriculum, the review and revision of the conceptual framework, and the offering of retreats for faculty and students regarding our mission and professional development. These activities have more fully solidified the ideas and values that make the unit unique from other institutions.

Academic excellence – The unit promotes excellence for students and faculty. As part of this effort, the unit participates in statewide NeNER activities, collaborates with P-12 schools, and integrates research efforts with interdisciplinary departments and schools/colleges at CU. Most recently, there has been a campus effort to illustrate and demonstrate the scholarship of teaching. The unit's members have been most active in these opportunities – participating in Carnegie Teaching Circles, enrolling in classes, and in planning and designing a Center for the Excellence of Teaching. Faculty promote student excellence through enhanced research activities, integration and requirement of technology to serve learning (PT3 grants), and the addition of certificate programs (ESL).

Diversity – The unit's commitment to diversity is demonstrated in many ways. The Diversity Committee of the unit offers students insights into educational professions and participates in many of the activities for incoming students arranged with the consultation of the Multicultural Affairs Office. Several unit scholarships are available to minority students in education. A minority intern program is offered through a local school district that several unit students have participated in. Several unit members have participated in extensive research programs with minority or underserved populations: Build A Human, Reading at Sacred Heart, Reading and Language Arts at St. Agnes and Guadalupe. Field experiences are monitored for diverse settings – with students participating in private, public, suburban and urban settings – in fact, one setting is designed so that students are exposed to schools with a high incidence of poverty.

Student Environment – The unit promotes collegial participation and has active student organizations. Students and faculty work together to promote the mission of Creighton University. Students participate in a yearly retreat that offers interaction and discussion regarding identity and the vocation of teaching. Retreat topics have included things such as cura personalis, magis, inclusion, building community, and teaching as a vocation. Faculty and students also collaborate on research projects regarding student learning and educational practice. Several of our students have presented or published with faculty members. Our SEAN (Student Education Association of Nebraska) has participated in many service activities including read-a-thons, supporting a family during the Christmas season, and developing and implementing grants for technology at a local school. Kappa Delta Pi (KDP), an international education honorary, has presented numerous workshops and seminars for pre-service teachers. Both organizations have been recognized for their outstanding achievements.

Faculty development – Eleven of the fourteen faculty currently serving the unit were not members of the unit prior to 1995. Therefore, many of the unit's members are tenure-seeking faculty and many of the tenured faculty seek promotion to the next level of faculty status. These endeavors require immense time and effort devoted to faculty development in the areas of teaching, research, and service. In addition, the current mission and belief of the faculty regarding the future of the unit, dictates that members be engaged in professional development and collaboration with school communities. Some of the more recent faculty development activities have included program reviews, institutional grants for assessment of programs (5 programs), attendance at workshops (state and institutional), participation in faculty classes, a significant increase in grant applications and receipts, and participation in technology grants, training, and curricular integration.

Discussion regarding future planning for the unit in each of these areas is outlined in the document, "Education Department Strategic Plan, 2002-2007."

OVERVIEW OF PROGRAMS WITHIN DEPARTMENT

The initial and advanced programs described below are aligned with institutional and departmental goals and standards, and the theme: *Effective Leaders in the Jesuit Tradition.* Furthermore, all programs conform to the designated standards of national learned societies, state requirements for licensure, and INTASC principles.

The following undergraduate programs are housed in the Education Department:
- ❖ Elementary Education, K-8
- ❖ Special Education, Mildly/Moderately Handicapped, K-8; 7-12
- ❖ Secondary Education, 7-12
- ❖ Endorsement in ESL, K-12
- ❖ Endorsement in Religious Education, K-12
- ❖ Certificate in Computer Science, 7-12

Elementary Education

The current director of the elementary education program is Dr. Lynne Houtz, 280-2247, or lhoutz@creighton.edu.

The elementary education program leads to a Bachelor of Science degree and allows a student to apply and be recommended for a Nebraska certificate. Specific program requirements may be found in the Elementary Education Student Handbook that is housed with the Education Department Handbook.

Special Education, Mildly/Moderately Handicapped,

The current coordinator of the special education program is Dr. Beverly Doyle, 280-2562, or bdoyle@creighton.edu.

The special education endorsement can be earned only in conjunction with a major in elementary education or co-major in secondary education. Completion of this program allows a student to apply and be recommended for a Nebraska certificate. Specific program requirements may be found in the Special Education Student Handbook that is housed with the Education Department Handbook.

Secondary Education

The current director of the secondary education program is Dr. Timothy Cook, 280-2561, or tcook@creighton.edu.

The secondary education co-major can be earned only in conjunction with a major in a specified academic area; this academic area must be one that the Education Department has submitted to and that has been accepted by the Nebraska Department of Education as an approved program. Completion of this program allows a student to apply and be recommended for a Nebraska certificate. Specific program requirements may be found in the Secondary Education Student Handbook that is housed with the Education Department Handbook.

English as a Second Language (ESL)

The current coordinator of the ESL endorsement program is Dr. Sharon Ishii-Jordan, 280-2553, or sij@creighton.edu.

The endorsement program in ESL is 15 hours in length and may be earned with initial teacher certification. Candidates participate in coursework of language, literacy, and methods and then complete a 100-hour field experience in a school setting with ESL students. Specific program requirements may be found in the bulletin, brochures, or on the unit website.

Religious Education

The current coordinator of the endorsement program in Religious Education is Dr. Timothy Cook, 280-2561, or tcook@creighton.edu.

The endorsement program in Religious Education is 24 hours in length and may be earned with initial teacher certification or added to an initial teaching certificate. Candidates participate in coursework of theology and methods and then complete a 100-hour field experience. Specific program requirements may be found in the bulletin, brochures, or on the unit website.

Computer Science

The current coordinator of the endorsement program in Computer Science is Dr. Timothy Cook, 280-2561, or tcook@creighton.edu.

The endorsement program in Computer Science is 15 hours in length and may be earned with initial teacher certification or added to an initial teaching certificate. Specific program requirements may be found in the bulletin, brochures, or on the unit website.

The following graduate programs are housed in the Education Department:
- ❖ Counseling (4 tracks)
- ❖ School Administration (Elementary and Secondary)
- ❖ Secondary Education – M.Ed. (Initial Certification)
- ❖ Secondary Education – M.Ed. (Initial Certification – MAGIS)
- ❖ Endorsement in ESL

Counseling

The current director of the counseling program is Dr. C. Timothy Dickel, 280-2230, or tdickl@creighton.edu.

The Master of Science in counseling is 39 hours in length and has four tracks from which a student may select. For those entering either the elementary or secondary school track, the completion of such a degree allows a student to apply and be recommended for a Nebraska school guidance counselor endorsement. Specific program requirements may be found in the Counselor Education Student Handbook that is housed with the Education Department Handbook.

School Administration

The current coordinator of the school administration program is Dr. W. Patrick Durow, 280-2889, or wpdurow@creighton.edu.

The Master of Science degree in school administration is 36 hours in length and has two tracks from which a student may choose – elementary or secondary school administration. The completion of such a degree allows a student to apply and be recommended for a Nebraska endorsement as a principal. Specific program requirements may be found in the School Administration Student Handbook that is housed with the Education Department Handbook.

Secondary Education (M.Ed.)

The current coordinator of the secondary education (M.Ed.) program is Dr. Timothy Cook, 280-2561, or tcook@creighton.edu.

The Master of Science degree in secondary education is 42 hours in length and provides the candidate with a bachelor's degree the opportunity to earn initial teacher certification and a master's degree.

Specific program requirements may be found in the handbook that is housed with the Education Department Handbook.

Secondary Education (MAGIS)

The current coordinator of the secondary education (MAGIS) program is Mr. Jim DeMott, 280-3491, or jdemott@creighton.edu.

The Master of Science (MAGIS) degree in secondary education is 42 hours in length and provides the candidate with a bachelor's degree the opportunity to earn initial teacher certification and a master's degree. Candidates live in community, become the teacher of record in underserved Catholic schools, and earn their degree in two years. Specific program requirements may be found in the handbook that is housed with the Education Department Handbook.

English as a Second Language (ESL)

The current coordinator of the ESL endorsement program is Dr. Sharon Ishii-Jordan, 280-2553, or sij@creighton.edu.

The endorsement program in ESL is 15 hours in length and may be added to initial and advanced level teacher certification. Candidates participate in coursework of language, literacy, and methods and then complete a 100-hour field experience in a school setting with ESL students. Specific program requirements may be found in the bulletin, brochures, or on the unit website.

The Education Department at Creighton University offers the following programs which are approved by the Nebraska Department of Education. Since Nebraska is a partnership state with NCATE, the program standards are clearly aligned with those of the Specialty Professional Associations affiliated with NCATE.

Nebraska's partnership agreement calls for a state review of the program standards and a report to the NCATE team during their on-site visit. The state visit is scheduled for March 4-5, 2003.

Program Name	Award Level	Program Level	Grade Level	Number of Hours	Number of Students	Agency or Association Reviewing Program	Status of National and State Program Review	
							Program Review Submitted	Current Status
Administrative Endorsements								
Principal	M.S.	ADV	Pre-K-8; 7-12; All Districts	36	25	NDE/ NCATE	Yes	Continuing
Career and Technical Education								
Computer Science	Endorse	ITP	7-12; All Districts	15	1	NDE/ NCATE	Yes	Continuing

Elementary Education								
Elementary Education	B.S.	ITP	K-8; All Districts	67-71	48	NDE/ NCATE	Yes	Continuing
Fine Arts								
Art	B.A. or M.Ed.	ITP	K-12 All Districts	54	2	NDE/ NCATE	Yes	Continuing
Foreign Language								
French	B.A. or M.Ed.	ITP	7-12 All Districts	30	0	NDE/ NCATE	Yes	Continuing
German	B.A. or M.Ed.	ITP	7-12 All Districts	30	0	NDE/ NCATE	Yes	Continuing
Latin	B.A. or M.Ed.	ITP	7-12 All Districts	30	0	NDE/ NCATE	Yes	Continuing
Spanish	B.A. or M.Ed.	ITP	7-12 All Districts	30	5	NDE/ NCATE	Yes	Continuing
Language Arts								
English	B.A. or M.Ed.	ITP	7-12 All Districts	36	12	NDE/ NCATE	Yes	Continuing
Journalism and Mass Communication	B.A. or M.Ed.	ITP	7-12 All Districts	32	1	NDE/ NCATE	Yes	Continuing
Language Arts*	B.A. or M.Ed.	ITP	7-12 All Districts	66	0	NDE/ NCATE	Yes	Continuing
Speech	B.A., B.S. or M.Ed.	ITP	7-12 All Districts	33	1	NDE/ NCATE	Yes	Continuing
Theatre	B.A. or M.Ed.	ITP	7-12 All Districts	34-35	0	NDE/ NCATE	Yes	Continuing
Mathematics								
Mathematics	B.S. or M.Ed.	ITP	7-12 All Districts	32	1	NDE/ NCATE	Yes	Continuing
Science								
Biology	B.S. or M.Ed.	ITP	7-12 All Districts	62	3	NDE/ NCATE	Yes	Continuing
Chemistry Education Major	B.S. or M.Ed.	ITP	7-12 All Districts	52-53	0	NDE/ NCATE	Yes	Continuing
Chemistry Major	B.S. or M.Ed.			63-64	0			
Natural Science	B.S. or M.Ed.	ITP	7-12 All Districts	66-73	0	NDE/ NCATE	Yes	Continuing
Physics	B.S. or M.Ed.	ITP	7-12 All Districts	56	1	NDE/ NCATE	Yes	Continuing
Social Sciences								
History	B.S. or M.Ed.	ITP	7-12 All Districts	42	7	NDE/ NCATE	Yes	Continuing
Political Science	B.S. or M.Ed.	ITP	7-12 All Districts	46	0	NDE/ NCATE	Yes	Continuing
Psychology	B.S. or M.Ed.	ITP	7-12 All Districts	40	1	NDE/ NCATE	Yes	Continuing
Social Science*	B.S. or	ITP	7-12 All	60-75	1	NDE/	Yes	Continuing

	M.Ed.		Districts			NCATE		
Sociology	B.S. or M.Ed.	ITP	7-12 All Districts	43	0	NDE/ NCATE	Yes	Continuing
Special Education								
Mild/Moderate Disabilities*	B.A. or B.S.	ITP	K-8; 7-12; All Districts	42	0	NDE/ NCATE	Yes	Continuing
Student Services								
School Guidance Counselor (G)*	M.S.	ADV	K-8; 7-12; All Districts	39	18	NDE/ NCATE	Yes	Continuing
Other								
ESL – Undergraduate	Endorse	ITP	K-12; All Districts	15	7	NDE/ NCATE	Yes	Continuing
ESL – Beyond Baccalaureate	Endorse		K-12; All Districts	15	11	NDE/ NCATE	Yes	Continuing
Religious Education	Endorse		K-12; All Districts	27-36	9	NDE/ NCATE	Yes	Continuing

Evidence:
Undergraduate and Graduate Bulletins
The Strategic Plan, Project 125 – Approaching 124 Years of Excellence and Planning for More
Rule 24 matrices

II.   CONCEPTUAL FRAMEWORK

Structural Elements: The Vision and Mission of the Institution and Unit

The history of the current knowledge base, conceptual framework, and assessment for all initial and advanced programs dates back to a unit retreat held in October of 1995. The goal of the retreat was to "develop a conceptual framework that provides a larger education context for the professional education curriculum, design, delivery, and assessment that occurs at Creighton University" (NCATE Institutional Report, Volume 1, 1997, p.2). Throughout the 1995-1996 academic year, unit members evaluated the professional literature, reviewed mission statements of the university and the college, and discussed components illustrative of our program. These meetings resulted in the unit adopting a mission statement that proceeds from both the university and college mission statements and which describes the components of its conceptual framework.

The unit's review and revision of the conceptual framework have continued since that time. The conceptual framework remains rooted in constructivist philosophy with the addition of a focus on furthering Ignatian core values that began in 1999. Efforts were aimed at identifying a discrete set of core values or "charisms" that would guide and give direction to programs in the unit. Discussion centered on the use of reflection and its evolution to discernment. The latter term and concept has Ignatian roots and

moves reflection to the next level, prayerful reflection, which leads to decisions and actions. The unit has continued to offer yearly retreat opportunities for faculty and students to develop a cohesive understanding of our educational mission as envisioned and stated within the conceptual framework.

In 2000, the unit's members renewed efforts at integrating charisms, technology, and authentic assessment practices across all programs. Participation in a statewide PT3 grant aided unit members with increasing technology expertise. Unit members were required to have, at minimum, one course web supported by January of 2002. A commitment was made to have all professional education courses, taught by full-time unit members, web supported by January of 2003. Commitment to technology is demonstrated through the addition of a required one-hour technology course for all candidates seeking initial certification and the integration of ISTE standards across all coursework.

Authentic assessment practices are necessary to determine candidate growth, student learning, and program effectiveness. The unit's commitment to assessment is illustrated in the revised conceptual framework that moves assessment to the center of the model – intersecting assessment with all other aspects of the framework and program. While assessment has been conducted within the unit, since 1999 renewed efforts have placed a focus on authentic, planned assessment within the unit and each of its programs. Program review continues on a systematic basis and three programs within the unit have successfully received institutional grants to provide release time to unit members to review and revise programs, standards, and assessment: Elementary Education, 1999; Counseling, 2000; and Secondary Education, 2002. The unit's assessment plan (discussed in Standard 2) outlines a full program review for the administration program in 2003 and the special education program in 2004; both have received institutional grants for the summer of 2003. It is anticipated that yearly reviews will continue with input from advisory committees and candidate/employer follow-up studies but programs are positioned for a mandatory five -year review of goals, curriculum, outcomes, and assessments.

The unit promotes understanding of the conceptual framework by a presentation to each class (graduate and undergraduate) as part of course content during the first week of each semester. The framework is offered for discussion at opportune times throughout each course when content and assignments dictate its inclusion. A description and model of the conceptual framework can be found in the unit's handbooks and on its web site.

The Unit's Philosophy, Purposes, and Goals

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. "The learner creates patterns, rules, and strategies through hands-on or imagined experimentation. The learner says to herself, 'What makes sense here? What happens when I do this or change that?'" (Ryan & Cooper, 1995, p. 395).

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, and dispositions (Morrison, 1997)

based upon 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 is 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. To accomplish this task, instruction must be concerned with experiences and contexts that make a student willing and able to learn; structured for it to be grasped; and designed to facilitate analysis and reasoning.

Creighton University, as a Jesuit institution, promotes excellence and the pursuit of truth. There is a charge to educate the whole person and to promote justice. In addition, Creighton delineates as one of her purposes to contribute to the betterment of society and to provide 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, and effective, authentic assessment activities.

The Education Department has summarized its conceptual framework with the following theme:
> *"Effective Leaders in the Jesuit Tradition"*

Knowledge Bases, Including Theories, Research, the Wisdom of Practice, and Education Policies

The unit's knowledge base is comprised of professional literature from several different domains. Philosophically, the constructivist approach to learning forms the foundation, but underlying that is the work of Dewey (1998) that emphasized community, the importance of past experience, and the value of reflective thinking and decision-making in preparing educated people. Dewey believed that "To reflect is to look back over what has been done so as to extract the net meanings which are the capital stock for dealing with further experiences. It is the heart of intellectual organization and of the disciplined mind" (Dewey, 1998, p. 110) he contended. In addition, he emphasized the inter-workings of community as it related to learning and learning for the sake of redesigning the world.

Essential to the effective leader are knowledge and skills in content and pedagogy, diversity, and technology. Working from a framework that emphasizes reflective decision-making, candidates learn pedagogical strategies and best practices in 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, 2002; 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, 2000). Candidate's field experiences expose them to public and private, urban and suburban, and socioeconomic, religious, and ethnic diversity in school settings.

With the 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 must understand technology's impact on student learning and its use as cognitive and communication tools, ways of facilitating instruction, and for assistance with special need students (Morrison, 2000). In addition, the role of the teacher in instruction that integrates technology moves from seer of knowledge to facilitator of the learning process. The unit's programs integrate ISTE standards throughout coursework and provide developmental experiences with technology in conjunction with course requirements. Issues facing the unit, although not different from society in general, are suitable infrastructure, rising maintenance costs, technology education of supervising on-site teachers, and equity of access.

Unit faculty members, full-time and part-time, possess impressive credentials in serving P-12 schools. Many have held teaching, supervisory, and administrative positions within public and private institutions. Most are currently engaged in collaborative P-12 school research and service projects; sit on advisory committees, school boards, and/or community agencies associated with students and families.

Unit members strive to keep abreast of education policy. Members regularly attend and present at state and national conferences related to their fields of expertise. The Chair of the unit attends the Nebraska Association of Colleges of Teacher Education (NACTE), the Nebraska Council for Teacher Education (NCTE), and the American Association for Colleges of Teacher Education (AACTE). In addition, she is the vice-president of NACTE and secretary/treasurer of the Association of Jesuit Colleges and Universities (AJCU) Education Council. Others unit members hold state, regional, and national positions within their respective learned societies, such as the National Catholic Education Association, Council for Exceptional Children, the Metropolitan Reading Council, and the Nebraska State Reading Association. Members are regular contributors to professional journals, and participants in local, regional, and national presentations, grants, and interdisciplinary research.

Description of Model

Knowledge, Skills, Dispositions, and Charisms

The unit's candidates for traditional initial programs are exposed to a CORE curriculum of liberal studies through the Creighton College of Arts and Sciences and a professional sequence of courses that emphasize knowledge in content and pedagogy within the unit. The CORE curriculum is organized into five areas. Candidates are required to successfully complete courses in Theology, Philosophy, and Ethics (18 hours); Cultures, Ideas, and Civilizations (18 hours); Natural Science (7 hours); Social and Behavioral Sciences (6 hours); and Skills – Writing, Mathematics, Speech, and Language (12-15 hours). "The CORE curriculum provides each student with the opportunity to develop ethical and religious understanding and conviction, to achieve a broad understanding of human culture and society, and to acquire competence in methods of knowing and investigating, and in forms of communication and creative expression" (University Bulletin, Undergraduate Edition, 2003-4, p. 98). This educational endeavor demands responsible involvement in exchange for personal and academic enrichment.

Candidates enrolled in post-baccalaureate or master's degree programs for initial level certification possess a bachelor's degree in a content area in which the unit offers an endorsement. These candidates

are required to complete the professional education sequence (post-bac) and then are able to select specific additional courses to complete requirements for the master's degree.

Based on a constructivist viewpoint, the sequence of professional education courses emphasizes prior learning, experiences, and dispositions as invaluable in the learning process. In this approach, candidates are active participants in their learning and the experiences of one another. Courses in the foundations of pre-professional education include 9 hours of course work: EDU 103/503, EDU 207/507, and EDU 210/510. These courses, taken by all candidates, prepare pre-service teachers for the realities that they will face in today's classrooms (diverse students and methodologies, administrator/staff interaction, and parent/community involvement). Observation and aiding at the foundational level (35 hours) provides opportunity for the candidates and unit members to determine one's suitability for the field of education.

Candidates, after being accepted into the unit, are allowed to enroll in methods courses. During these courses, candidates are placed in various field experience settings to gain a better understanding of how to teach and work with all students. Several settings are with partner schools and focus on work with diverse students. Candidates participate in a total of fifty hours of field experience during methods courses. Elementary education majors are enrolled in EDU 301/311 and EDU 303/304. Secondary education co-majors are enrolled in EDU 341/541 and a special methods course specific to the content area. Candidates are expected to move from aiding or tutoring with P-12 students to teaching lessons and units to small groups and the entire class. Supervising teachers and the university instructors evaluate each candidate's knowledge, pedagogical skill, and dispositions during these field experiences.

Technology requirements are interwoven throughout initial and advanced level programs. The requirements for technology increase significantly during methods courses where candidates must demonstrate the use of multiple technologies in lesson development, execution, and assessment. In addition, candidates are required to participate in a one-hour technology course typically taken with a methods course.

Application courses for initial level programs are the culminating field experience or student teaching experiences for candidates. These courses require candidates to successfully integrate knowledge, pedagogical skills, and dispositions within the professional setting. In addition, during these experiences, candidates demonstrate application of the conceptual framework to the professional teaching environment.

Specialization courses for initial level programs include special education coursework (EDU 215/525). All candidates enroll in EDU 525 – Procedures for Including Student with Mild/Moderate Disabilities in Regular Classrooms and are required to work with a special needs P-12 student and adapt curriculum. Candidates interested in an endorsement in special education enroll in EDU 215 – An Introduction to Special Education: Field Experience where they observe and aid in a classroom and work with one identified special needs student for testing and remediation.

Candidates in advanced level programs in school counseling and school administration possess a degree in education and initial level certificate. The programs rely on the candidate's previous academic background and experiences as they progress through foundations, methods/technology, application, and specialization courses. Although these candidates have had previous classroom experience, application in the internships and field experiences is used to determine the candidate's ability to serve in a different

role, and to successfully integrate the knowledge, pedagogical skills, and dispositions related to that role within the professional setting.

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 (reference). 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.

CURA PERSONALIS refers to personal concern for the individual. Education takes place within the context of caring relationships – relationships between students and teachers, teachers and parents, families and professional school communities. Students are instilled with an "Ethic of Care" which promotes *human dignity, individual differences, and personal relationships.* Personal concern for the individual can be related to the desire to educate the whole person – intellectually, socially, emotionally, physically, and spiritually/ethically/morally. In the public school setting, this may be referred to as character education (for which the state of Nebraska has just adopted curricular guidelines) or in the Catholic or private school setting as spiritual formation. In addition, education of the whole person focuses on finding God or the sacred in all things. As St. Irenaeus stated, "*The glory of God is the human person fully alive."*

MAGIS is the term that St. Ignatius and the Jesuit Order uses for seeking "the more" or the greater good. Magis can be demonstrated in many ways: striving toward excellence, developing high expectations and standards, fulfilling one's potential by developing gifts and talents, focusing on continuous school improvement and professional development. The purpose behind this striving would be to serve God and do all things – Ad Majorem Dei Gloriam – for the "greater glory of God".

MEN AND WOMEN FOR AND WITH OTHERS offers a means by which one can share his/her gifts for the benefits of others. It promotes the building of inclusive classroom and school communities where equality, equity, human rights and responsibilities, and human dignity are fostered. Men and women for and with others also leads to service-learning activities and the promotion of social justice within education and society.

CONTEMPLATION IN ACTION promotes reflection and ethical decision making. It fosters the process of examining one's life – personal and professional – and advocates mindfulness as opposed to mindlessness. Discernment – *a faith-based process of decision making that is prayerful and includes the*

moral and ethical dimension – leads to an action orientation advocated by the Creighton University Education Department in building *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. In addition, effective leaders are reflective of charisms in program.

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."*
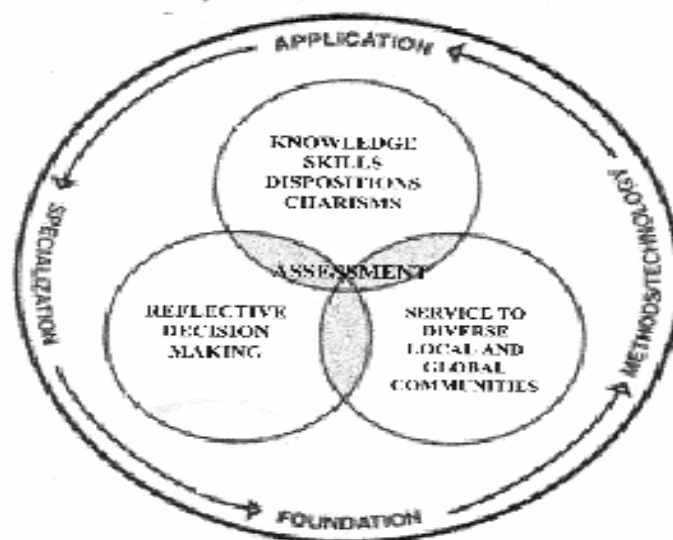
Candidate Proficiencies Aligned with the Expectations in Professional, State, and Institutional Standards

All programs offered for initial and advanced level certification within the unit are aligned with professional, state, and institutional standards. Traditional initial level programs require a core of knowledge based within the liberal arts, a professional education core, discipline area coursework, and specialization and field based practice. Non-traditional initial level programs seek evidence of a foundation in social sciences and solid discipline based content as prerequisites for the professional education sequence. Advanced level programs require evidence of initial certification and successive teaching experiences within the schools prior to admissions. All certification programs and endorsement certificates within the unit comply with Nebraska Rule 24 standards and the NCATE approved curriculum guidelines as reflected in Rule 24.

Each program within the unit has aligned its specific requirements to the conceptual framework, professional, state, and institutional standards. For example, the Elementary Education program has integrated INTASC (Interstate New Teacher Assessment and Support Consortium) standards into the curriculum of program activities and experiences while the Counselor Education program relies on CACREP (Council for the Accreditation of Counseling and Related Educational Programs) for alignment of professional standards. Matrices of the standards alignment for each program can be found in the documents.

The System by which Candidate Performance is Regularly Assessed

Candidate performance in initial and advanced level programs is regularly and systematically assessed. Current practice within the unit has been to assess the candidates at admissions, mid-point (methods courses) and upon completion of a program. The Assessment Plan developed by unit members and collaborative partners has increased assessment points within initial level programs and standardized assessment levels within the advanced level programs. A more thorough discussion of the Assessment Plan and timeline are included in Standard II of this report.

Indicators for the Conceptual Framework (NCATE 2000):

Shared Vision
The conceptual framework of the unit is well articulated, knowledge based, and consistent with the mission of Creighton University. The conceptual framework is communicated to stakeholders through advisory committee meetings of respective programs, seminars with field experience supervisors, class discussions and through the various institution publications.

Coherence
The model of the unit's knowledge base, conceptual framework, and specific program goals clearly articulates the candidate's progress from foundational courses through methods and technology, to application and, finally specialization and program completion. The development and implementation of a unit assessment plan outlines strategies that will enhance the articulation and coherence of the program.

Professional Commitments and Dispositions
The articulation of the unit's professional commitments to knowledge, teaching competence and student learning has been led by the conceptual framework that was developed during the 1995-1996 academic year and viewed at the NCATE continuation visit in 1997. Since that time, unit members have reviewed professional dispositions and determined that dispositions related to Ignatian teaching should be included in the conceptual framework. These dispositions will be further described in Standard 1 of the Institutional Report.

Commitment to Diversity
The unit's commitment to diversity led to the development of a Minority Recruitment Committee in 1996. Participation in the committee and its activities has expanded greatly. Members of this committee attend Major Fairs, Career Fairs, University Open House Days, Hispanic Outreach Program, Afro-American Outreach Program, and Minority Campus Day. In addition, one member of the committee has been appointed Chair of the University's Committee on Diversity.

Unit members have been steadfast in their endeavor to recruit and maintain minority students and enhance multicultural understanding through activities, scholarships, and curriculum and field experiences. The unit offers the Jesse James Shelton Scholarship that is specifically designated for minority students. Other grant or scholarship opportunities are being explored.

Unit members have reviewed course content for inclusion of diversity and social justice issues. A concerted effort is made to incorporate the understanding and realization that much literature, research, and curriculum under-represent subgroups in our society. Through assignments, discussions, videos, selected readings and other supplemental activities students are challenged and encouraged to avoid myopia and actively include under-represented subgroups in all of their academic endeavors. Due to the growing non-English speaking population, the unit began offering a certificate in ESL (English as a Second Language) in the spring of 2002. The Elementary and Secondary Education Program have entered into partnerships with St. Cecilia's Grade School, All Saints Grade School, Lothrop Academy, Jackson Academy, and South High School. These partnerships are aimed at increasing experiences for teacher education candidates at inner-city schools with diverse student bodies and faculty. Even with these efforts, unit members must ascertain more innovative ways to attract minority students, monitor progress, and avoid complacency.

Commitment to Technology
The unit made a commitment to enhancing and integrating technology into coursework beginning in 1999. Two members of the unit have been named U.S. West Fellows for Technology. Each received release time and stipends to enhance technological expertise for improving instruction. In addition, unit members have participated in professional development courses and seminars and have adopted the use of Blackboard for course development. All unit members had at minimum one course web supported in January of 2002. A commitment was made that all professional education courses taught by full-time unit members would be web supported in January of 2003.

Candidate Proficiencies Aligned with Professional and State Standards
Programs leading to state certification and professional licensure are aligned with national, state, and institutional standards. Matrices detailing standards for respective programs are found in the evidence for Standard I of this report and in each program's handbook.

Evidence:
Conceptual Framework handout
Charisms PowerPoint

III.   EVIDENCE FOR MEETING EACH STANDARD

Standard 1: Candidate Knowledge, Skills, and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

As illustrated in our conceptual framework, *Effective Leaders in the Jesuit Tradition*, we believe the purpose of teacher education is to build leaders in classrooms that are advocates for and devoted to the optimal learning of every student. These leaders, therefore, must possess the content and pedagogical knowledge, professional orientation and skills, and dispositions that will lead to effective teaching and learning for all students. In addition, these leaders must utilize reflective decision making, promote and participate in service to diverse local and global communities, and possess the competence to design and implement effective, authentic assessment activities.

As determined by NCATE 2000 standards for unit accreditation visits in the spring of 2003, the unit is implementing the first steps of its assessment system (Levels I and II). The unit and its professional community have developed internal performance assessments based on professional, state, and institutional standards. In addition, rubrics and criteria for scoring and tests for credibility are being initiated for Levels I and II of the Assessment Plan. It is the goal of the unit to review and revise existing assessments and to integrate innovative assessment procedures in order to develop comprehensive systems of assessment for all initial and advanced preparation programs by 2005. In the fall of 2000, unit members began planning for these changes. The unit, since that time, has focused on the integration of technology and assessment into the curriculum; considered and implemented components of assessment portfolios as means of evaluating candidate and P-12 student learning; and incorporated the term "charisms" as part of the unit's focus on dispositions.

Professional Development Seminars were planned to enhance unit members' technology skills and to plan for implementation of technology into coursework. Unit members participated in grant and professional development activities to increase personal technology skills and integration of technology into teaching presentations and learning activities. Two unit members were US West Fellows and one has chosen to facilitate the use of electronic portfolios as an option for our assessment plan. Unit members attended workshops on Blackboard and adopted the teaching tool for use within classes.

Unit members attended classes, seminars, and workshops focused on assessment. Three programs within the unit received institutional research grants to review and revise programs to align with institutional, state, and professional standards. Two programs, school administration and special education submitted

proposals requesting institutional assessment grants to be offered in the summer of 2003 that were granted.

Unit retreats have continued to ponder our mission, related to our charisms, and how to implement them into our curriculum and learning experiences for candidates. Candidates participating in the spring retreats have developed a deeper understanding of the Ignatian values associated with the Jesuit tradition and our mission statement: cura personalis, magis, men and women for and with others, and contemplation in action. The unit now must design and implement assessment procedures that will provide information to support that these experiences indeed do have an impact on the candidates and their mission with P-12 students.

Element One: Content Knowledge for Teacher Candidates

Creighton University's liberal arts education focuses on individuals becoming free and responsible persons. To this end, students select courses "to assure breadth of general knowledge and competence in the skills of an educated person (the Core Curriculum), knowledge of an area in depth (the major and support area), and freedom of discovery (elective coursework)" (University Undergraduate Bulletin, 2002, p. 98).

"Completion of a bachelor's degree requires a minimum of 128 semester hours, including 48 hours in courses numbered 300 or above. Students must complete a minimum of 49 hours in the Core Curriculum (the remaining 12-15 hours could be waived via skills testing). In addition, students must complete a major program in one of the departments of the college and an approved sequence of support courses. The Core Curriculum provides each student with the opportunity to develop ethical and religious understanding and conviction, to achieve a broad understanding of human culture and society, and to acquire competence in methods of knowing and investigating and in forms of communication and creative expression" (University Undergraduate Bulletin, 2002, p.98).

The Core Curriculum (CORE) course requirements are organized into five categories. Each course in the CORE meets specific College criteria. Students must complete the designated number of hours in each category in approved courses in theology, philosophy, and ethics (18 hours); cultures, ideas, and civilizations (18 hours); natural science (7 hours); social and behavioral sciences (6 hours); and skills (12-15 hours). In addition, students are required to take, at minimum, four certified writing courses within their CORE requirements. In addition to CORE requirements, Elementary Education majors complete between 69-71 semester hours of coursework while the Secondary Education Co-major requires 32-40 semester hours of professional education coursework plus a major in the content area of 18+ semester hours to qualify for the bachelors degree and initial certification.

Knowledge, skills, and dispositions of candidates are evaluated through various assessments: interview, personal statement, recommendation, performance in EDU 103, 207, and 210 (grades of "C" or above), PRAXIS I - PPST (Reading, Writing, and Mathematics), overall QPA of 2.5 or above, teacher work samples, teaching performance evaluations, portfolios, follow-up studies, supervisor surveys, and indicators of student learning. Unit members believe that the number and variety of measures, as well as evaluation over time, ensures candidate proficiency in the area of his/her interest. The evaluation of the department's dispositions, which we have termed "charisms" began this year. The charisms – cura personalis, magis, men and women for and with others, and contemplation in action – are in initial stages

of implementation, therefore, documentation may comprise one semester of data. The charisms are more fully explained within Element Six – Dispositions for All Candidates – of this Standard.

Candidates enrolled in the first professional education course, EDU 103 – American Education and the Interactive Process, begin the process of preparing for admission to the Education Department. Each candidate will participate in a personal interview and an evaluation of dispositions (charisms). The interview, evaluation of dispositions and recommendation are new Level I Assessments for candidates and were initiated in the fall of 2002. These assessments are aimed at determining a candidate's level of experience with P-12 students, his/her personal and professional dispositions related to the field of education, and suitability for working with children and/or adolescents. Other evidence of candidate performance and suitability is determined through a minimum QPA of 2.5 and notarized felony conviction/mental capacity statements.

During EDU 207/210 – Educational Psychology and Child and Adolescent Development – candidates complete the application for admission to the department, write a one-page statement entitled "Why I want to be a teacher", submit a teaching videotape and critique, provide evidence of passing scores on the PRAXIS I - PPST, demonstrate success in field experiences, submit a letter of recommendation from an individual attesting to his/her abilities in working with children and adolescents, and maintain a QPA of 2.5 (with no grade lower than a "C" in Education courses). While the teaching videotape/critique and recommendation are the only new assessments at Level II, the rubrics for field experiences and the application for the unit have been revised to reflect new standards and innovations. Level II assessments were implemented in the fall of 2002, so documentation will relate to only one semester.

The following chart displays candidate average QPA for traditional initial programs during the semester of admission.

Semester	Average QPA	Number of Candidates
Fall 1999	3.176	17
Spring 2000	3.417	31
Summer 2000	2.916	6
Fall 2000	3.074	21
Spring 2001	3.385	26
Summer 2001	3.139	6
Fall 2001	3.234	9
Spring 2002	3.388	25
Summer 2002	2.986	14
Fall 2002	3.209	7

Additionally, candidates must successfully pass each section of the Praxis I (PPST – Pre-Professional Skills Test) for admission to the unit. The pencil and paper exam scores range from 150 to 190; the computer-based exam scores (CBT) range from 330-335. Passing scores for the pencil and paper test are: Reading – 170; Writing – 172; ad Mathematics – 171. Minimum required scores for the CBT are: Reading – 316; Writing – 318; and Mathematics – 316. Institutional data is provided by ETS and the unit maintains the scores on the database and within the candidate's file.

The following charts display comparisons of national norms and the performance of unit candidates on the Praxis I.

PRAXIS I READING SCORES
Comparison of Creighton University Test Takers with National Norm

PPST READING

YEAR	SCHOOL	# OF STUDENTS	HIGHEST SCORE	LOWEST SCORE	MEDIAN	RANGE
2001-2002	CU	22	188	162	182	177-185
	National	67,558	189	150	179	174-183
2000-2001	CU	14	185	171	180.5	178-183
	National	61,652	189	150	179	174-182
1999-2000	CU	20	188	172	181	175-185
	National	49,516	188	152	178	173-182
1998-1999	CU	16	186	172	180	176-182
	National	45,709	188	152	179	174-183
1997-1998	CU	31	187	171	181	177-183
	National	41,436	188	152	178	174-182

CBT READING

YEAR	SCHOOL	#OF STUDENTS	HIGHEST SCORE	LOWEST SCORE	MEDIAN	RANGE
2001-2002	CU	11	335	327	333	331-334
	National	20,306	335	301	329	324-332
2000-2001	CU	38	335	316	334	331-335
	National	61,689	335	301	329	325-332
1999-2000	CU	38	335	316	330.5	328-333
	National	52,113	335	300	329	325-332
1998-1999	CU	34	335	321	332	330-333
	National	39,239	335	301	329	325-332
1997-1998	CU	37	335	314	332	329-333
	National	27,743	335	301	329	325-332

C-PPST READING

YEAR	SCHOOL	#OF STUDENTS	HIGHEST SCORE	LOWEST SCORE	MEDIAN	RANGE
2001-2002	CU	35	185	169	182	178-184
	National	51,191	190	150	179	173-182

PRAXIS I WRITING SCORES
Comparison of Creighton University Test Takers with National Norm

PPST WRITING

YEAR	SCHOOL	#OF STUDENTS	HIGHEST SCORE	LOWEST SCORE	MEDIAN	RANGE
2001-2002	CU	22	190	170	177	175-180
	National	69,070	190	150	175	172-178
2000-2001	CU	14	182	171	177	173-178
	National	62,900	190	152	175	172-178
1999-2000	CU	20	186	172	178.5	176-180
	National	50,488	190	151	175	172-178
1998-1999	CU	16	182	170	175.5	175-179
	National	46,541	190	153	175	172-178
1997-1998	CU	31	188	170	177	174-182
	National	42,386	190	151	175	172-178

CBT WRITING

YEAR	SCHOOL	#OF STUDENTS	HIGHEST SCORE	LOWEST SCORE	MEDIAN	RANGE
2001-2002	CU	11	331	319	326	322-329
	National	21,212	335	300	324	320-327
2000-2001	CU	40	335	318	327	323-331
	National	63,785	335	300	323	320-327
1999-2000	CU	39	335	313	326	323-328
	National	53,475	335	300	323	319-327
1998-1999	CU	36	335	320	326	324-327
	National	40,562	335	300	323	320-327
1997-1998	CU	37	335	317	327	324-328
	National	27,952	335	300	323	320-326

C-PPST WRITING

YEAR	SCHOOL	#OF STUDENTS	HIGHEST SCORE	LOWEST SCORE	MEDIAN	RANGE
2001-2002	CU	35	184	171	178	177-181
	National	49,730	188	152	176	173-179

PRAXIS I MATHEMATICS SCORES
Comparison of Creighton University Test Takers with National Norm

YEAR	SCHOOL	#OF STUDENTS	HIGHEST SCORE	LOWEST SCORE	MEDIAN	RANGE
2001-2002	CU	23	190	169	181	176-187
	National	70,589	190	150	178	172-183
2000-2001	CU	13	189	162	179	172-187
	National	64,508	190	150	178	172-183

1999-2000	CU	21	189	163	183	179-184
	National	52,616	190	150	177	170-183
1998-1999	CU	17	190	163	176	171-187
	National	47,933	190	150	177	171-183
1997-1998	CU	30	190	163	182	178-185
	National	43,592	190	150	178	171-183

CBT MATHEMATICS

YEAR	SCHOOL	#OF STUDENTS	HIGHEST SCORE	LOWEST SCORE	MEDIAN	RANGE
2001-2002	CU	11	335	322	331	327-334
	National	21,603	335	300	324	318-330
2000-2001	CU	40	335	314	332	327-334
	National	65,945	335	300	325	319-330
1999-2000	CU	43	335	315	327	322-332
	National	56,083	335	300	324	319-330
1998-1999	CU	40	335	312	327.5	323-333
	National	42,152	335	300	324	319-329
1997-1998	CU	39	335	313	331	325-334
	National	29,774	335	300	324	318-329

C-PPST MATHEMATICS

YEAR	SCHOOL	#OF STUDENTS	HIGHEST SCORE	LOWEST SCORE	MEDIAN	RANGE
2001-2002	CU	35	190	175	187	182-190
	National	54,673	190	150	179	172-186

As part of the Nebraska Partnership for Quality Teacher Education Grant, Creighton University participated in a "pilot" administration for the PRAXIS II test – Principles of Learning and Teaching. Candidates seeking initial certification in elementary or secondary education were required to participate in the "pilot" process. The following charts illustrate the raw score data for candidates completing the PRAXIS II.

PRAXIS II
PRINCIPALS OF LEARNING & TEACHING K-6
2001-2002

STUDENT TEACHER	PLT SCORE	PASSING SCORES BY STATE
Elementary Education N=19	Possible Score Range: 100-200	AR-164 HI-163 KS-161 NV 169 NC-160 OH-168 SC-165 TN-155 WV-165 LA-161 PA-167 MS-152 RI-167
1	191	Score meets minimum licensing scores in all of the states

1	185	Score meets minimum licensing scores in all of the states
1	184	Score meets minimum licensing scores in all of the states
1	183	Score meets minimum licensing scores in all of the states
2	181	Score meets minimum licensing scores in all of the states
1	180	Score meets minimum licensing scores in all of the states
1	178	Score meets minimum licensing scores in all of the states
2	177	Score meets minimum licensing scores in all of the states
2	175	Score meets minimum licensing scores in all of the states
1	174	Score meets minimum licensing scores in all of the states
1	173	Score meets minimum licensing scores in all of the states
1	170	Score meets minimum licensing scores in all of the states
1	167	Score meets minimum licensing scores in all of the states
1	164	AR, HI, KS, NC, TN, LA, MS
1	159	TN, MS
1	154	MS

PRAXIS II
PRINCIPALS OF LEARNING & TEACHING 7-12
2001-2002

STUDENT TEACHER	PLT SCORE	PASSING SCORES BY STATE
Secondary Education **N=25**	**Possible Score Range:** **100-200**	**AR-164 HI-163 KS-161** **NV 169 NC-160 OH-168** **SC-165 TN-155 WV-165** **LA-161 PA-167 MS-152** **RI-167**
1	199	Score meets minimum licensing scores in all of the states
1	190	Score meets minimum licensing scores in all of the states
3	182	Score meets minimum licensing scores in all of the states

2	181	Score meets minimum licensing scores in all of the states
1	179	Score meets minimum licensing scores in all of the states
1	178	Score meets minimum licensing scores in all of the states
2	176	Score meets minimum licensing scores in all of the states
4	175	Score meets minimum licensing scores in all of the states
2	173	Score meets minimum licensing scores in all of the states
3	172	Score meets minimum licensing scores in all of the states
1	169	Score meets minimum licensing scores in all of the states
1	168	AR, HI, KS, NC, OH, SC, TN, WV, LA, PA, MS, RI
2	165	AR, HI, KS, NC, SC, TN, WV, LA, MS
1	163	HI, KS, NC, TN, LA, MS

PRAXIS II
PRINCIPALS OF LEARNING & TEACHING K-6
2000-2001

STUDENT TEACHER	PLT SCORE	PASSING SCORES BY STATE
Elementary Education N=33	**Possible Score Range: 100-200**	**AR-164 HI-163 KS-161 NV 169 NC-160 OH-168 SC-165 TN-155 WV-165 LA-161 PA-167 MS-152 RI-167**
1	194	Score meets minimum licensing scores in all of the states
1	192	Score meets minimum licensing scores in all of the states
2	188	Score meets minimum licensing scores in all of the states
1	186	Score meets minimum licensing scores in all of the states
1	185	Score meets minimum licensing scores in all of the states
1	184	Score meets minimum licensing scores in all of the states

3	183	Score meets minimum licensing scores in all of the states
2	181	Score meets minimum licensing scores in all of the states
2	180	Score meets minimum licensing scores in all of the states
1	179	Score meets minimum licensing scores in all of the states
1	177	Score meets minimum licensing scores in all of the states
1	176	Score meets minimum licensing scores in all of the states
1	173	Score meets minimum licensing scores in all of the states
2	172	Score meets minimum licensing scores in all of the states
2	171	Score meets minimum licensing scores in all of the states
1	169	Score meets minimum licensing scores in all of the states
1	168	AR, HI, KS, NC, OH, SC, TN, WV, LA, PA, MS, RI
1	167	AR, HI, KS, NC, SC, TN, WV, LA, PA, MS, RI
1	166	AR, HI, KS, NC, SC, TN, WV, LA, MS
2	164	AR, HI, KS, NC, TN, LA, MS
1	163	HI, KS, NC, TN, LA, MS
2	162	KS, NC, TN, LA, MS
1	157	TN, MS
1	138	

PRAXIS II
PRINCIPALS OF LEARNING & TEACHING 7-12
2000-2001

STUDENT TEACHER	PLT SCORE	PASSING SCORES BY STATE
Secondary Education **N=17**	**Possible Score Range:** **100-200**	**AR-164 HI-163 KS-161** **NV 169 NC-160 OH-168** **SC-165 TN-155 WV-165** **LA-161 PA-167 MS-152** **RI-167**
1	196	Score meets minimum licensing scores in all of the states

1	188	Score meets minimum licensing scores in all of the states
1	185	Score meets minimum licensing scores in all of the states
1	184	Score meets minimum licensing scores in all of the states
2	182	Score meets minimum licensing scores in all of the states
1	179	Score meets minimum licensing scores in all of the states
1	178	Score meets minimum licensing scores in all of the states
2	175	Score meets minimum licensing scores in all of the states
1	172	Score meets minimum licensing scores in all of the states
2	169	Score meets minimum licensing scores in all of the states
1	163	HI, KS, NC, TN, LA, MS
1	161	KS, NC, TN, LA, MS
1	155	TN, MS
1	150	

As can be seen from the data provided, the overwhelming majority of the candidates participating in the pilot examinations of the PRAXIS II would be identified as passing the minimum testing requirements of all states in which this licensure examination is required.

In addition, traditional undergraduate candidates seeking initial certification are required to successfully complete field experiences and maintain a minimum QPA of 2.5. Candidates participate in a minimum of 100 hours of field experiences prior to the student teaching semester. The Special Education endorsement, Mild/Moderate Disabilities, is in addition to either Elementary or Secondary Education certification and requires additional field experience hours and an additional semester of student teaching.

Program	Course	Field Experience Hours
Elementary Education	EDU 103	5 (minimum requirements)
	EDU 207/210	35
	EDU 301/311	25
	EDU 303/304	25
	EDU 525	15
Secondary Co-major	EDU 103	5
	EDU 207/210	35
	EDU 341	25
	EDU 440-450	25
	EDU 525	15
Special Education – field	EDU 215	20

experience hours in addition to those required for Elementary or Secondary certification	EDU 422 EDU 423	-various hours, students assigned to one student for tutoring, testing, evaluation, and remediation

Field experiences are conducted in diverse settings and candidates are required to successfully complete competencies related to the developmental level and content of the course. Field experience evaluation forms (rubrics) are completed by supervising on-site teachers and university personnel. Teacher Work Samples and rubrics are being piloted during AY 2002-2003 for implementation in AY 2003-2004 as part of Level III benchmarks for candidate performance and P-12 student learning.

Various portfolio components and rubrics are being piloted within programs during the AY 2002-2003. These portfolio components will be adopted as part of an overall assessment portfolio that candidates will submit upon completion of their program. This Level IV assessment will be implemented in AY 2004-2005. In the spring of 2003, it is anticipated that the unit will adopt a portfolio management system to encourage smooth transition to an electronic portfolio.

Currently, follow-up studies and supervisor surveys of candidate knowledge and performance are conducted on a yearly basis for undergraduate programs and bi-yearly for graduate programs. Follow-up studies and supervisor surveys were collected on all programs within the unit during the spring of 2002. Information gathered from these studies and surveys has had an impact on the inclusion of several courses within the unit's programs. A course on classroom management has become a requirement for secondary education co-majors and a course on technology has been implemented as a requirement for all students. Feedback from supervisors has determined that candidates are well prepared and dedicated to students.

During the AY2002-2003, the unit began two new programs for initial certification, a Masters of Education and the MAGIS program. Both programs provide initial certification in secondary education and a master's degree (M.Ed.). The MAGIS (Mentoring Academic Gifts in Service) program includes a service component in which candidates receive a provisional certificate and teach in Catholic schools (with an on-site and university mentor) for two years while earning their master's degree.

Evidence:
QPA for candidates at admission
PPST scores at admission
Interview Evidence form
Recommendation form
Field Experience Journal and Forms
Felony convictions/mental capacity statements
Special Education Tutoring Plans
Special Education Diagnostic Reports
Video and critique
Sample – teacher work samples
Autobiography

Element Two: Content Knowledge for Other Professional School Personnel

Candidates for advanced programs in school administration or counseling are expected to possess content knowledge at admission to the programs, therefore minimum requirements include: QPA of 3.0 or above, GRE scores at the 50%ile, transcripts of all college work, three letters of recommendation, a completed application, and evidence of successive years of teaching experience (three – administration, two – counseling). The Counselor Education program additionally requires a one-page autobiography, and a personal interview with the candidate prior to admission.

Field experiences for school administration and counselor education programs have consisted of practica and culminating experiences in internships. During the AY 2002-2003, Nebraska Department of Education guidelines required that a minimum of 100 hours of practica be provided for school counselors prior to the culminating experience (internship). The unit's advanced program in counselor education has begun to implement these changes and provide field experiences related to the developmental level and content of the course. Evaluation forms (rubrics) for each field experience are forthcoming and will be completed by on-site supervisors (school counselors), university personnel, and candidates. These pre-service field experiences support the content and objectives of each course and are designed to integrate and assess specific dispositions necessary for becoming an effective and ethical counselor. In addition, the candidate at the advanced level is offered the opportunity to enhance skill development and reflect upon professional practice and orientation. It is anticipated that the school administration program will mirror the efforts of the counselor education program with its formal program review beginning in summer of 2003.

Program	Course	Field Experience Hours
Elementary School Counseling	COU 540	14 hours
	COU 544	14 hours
	COU 610	14 hours
	COU 612	14 hours
	COU 620	20 hours
	COU 640	14 hours
	COU 642	20 hours
	COU 682*	450 hours*
Secondary School Counseling	COU 540	14 hours
	COU 544	14 hours
	COU 610	14 hours
	COU 612	14 hours
	COU 620	20 hours
	COU 640	14 hours
	COU 646	20 hours
	COU 684*	450 hours*

* - Internship, the culminating experience for advanced programs in counselor education.

A detailed matrix has been developed by each advanced program to indicate integration of NDE, NCATE, and respective professional standards. These matrices, along with additional evidence attesting to candidate knowledge acquisition and skills development, are available in the supporting documents.

Evidence:
Matrices of program integration of NDE, NCATE, and SPA standards

Candidate admissions data: QPA, GRE, PPST
Field Experience evaluation data
Rubrics for assignments/portfolio components
Comprehensive Portfolio data

Element Three: Pedagogical Content Knowledge for Teacher Candidates

The unit's programs for initial certification require candidates to develop pedagogical content knowledge through the professional education core, methods courses, field experiences, and the student teaching experience. Participating in these courses and field experiences, candidates gain a unique understanding of student learning, skill in presenting content in a variety of ways to meet the needs of all students, and expertise in integrating technology throughout lessons. Candidates enrolled in initial preparation programs for secondary education at the master's degree level (M.Ed.), additionally complete courses in research, the integration of technology, and specialization courses related to his/her specific interests and role as an educator. Pedagogical content knowledge for initial preparation of candidates is assessed through QPA, performance evaluations from field experiences, teacher work samples (piloted AY 2002-2003), and portfolio components (piloted AY 2002-2003).

Throughout these courses and field experiences, candidates are exposed to and required to demonstrate competency with technology. The unit has developed a matrix for integrating International Society for Technology in Education (ISTE) standards into the learning content of all courses for all candidates. These standards should be successfully integrated throughout all coursework by AY 2004-2005. In addition, a one-hour technology course for all candidates seeking initial certification is required.

The unit has been discussing the implementation of an electronic portfolio as a means of assessment throughout the candidate's program. In the spring of 2003, unit members will review portfolio management systems for selection and implementation in the fall of 2003. These endeavors have been supported by a US Department of Education grant – Preparing Tomorrow's Teachers to use Technology (PT3) – which provided an opportunity for development of a strategic plan to integrate and implement technology within courses, partner with P-12 schools on technology initiatives, collaborate with other higher education institutions on projects, and purchase peripherals needed to reach department technology goals. One unit member surveyed candidates and other unit members regarding technology expertise. The results indicated expertise with word-processing, a general decline was noted in more advanced skills of utilizing spreadsheets and designing web pages. These results will be used to adapt curriculum and experiences for candidates in the technology class and to support professional development activities for unit members. The strategic plan and survey results are available in the supporting documents.

Evidence:
Admissions QPA for initial level candidates
Matrices demonstrating integration of state, national, NCATE, INTASC, ISTE, and other professional standards
Teacher work samples - those being piloted with rubrics
Course portfolios – outline at the least with rubrics for field experiences
Field experiences evaluations in aiding, assisting, and student teaching for initial programs
Field experience evaluation for school counseling
Technology – strategic plan and other information

Technology survey results
Web pages – EDU 583

Element Four: Professional and Pedagogical Knowledge and Skills for Teacher Candidates

Effective Leaders in the Jesuit Tradition, the central theme of the unit's conceptual framework, promotes a knowledge base rooted in constructivist philosophy. The knowledge base describes learning as a dynamic process influenced by the social context (school, community, family) and other learners; advocates development of critical thinking and reflective problem solving; and supports connecting concepts to candidates' prior experiences to make learning relevant and meaningful. By following a developmental sequence of courses (foundations, methods, application, and specialization) and relevant field experiences, candidates acquire knowledge of professional orientation and roles, subject content, instructional strategies and methodology, and curriculum development.

Field experiences related to the first course, EDU 103 – American Education and the Interactive Process, offer candidates the opportunity to visit and observe in four school settings. Candidates are required to reflect upon the visits and complete a "Visitation Reflection" describing the learning environment, classroom management, use of time, communication style, use of feedback and praise, and instructional methods noted. Candidates are then asked to reflect on these components and determine their "fit" as a possible professional in that setting.

During EDU 207 and 210, candidates aid in classrooms for a total of 35 hours. Activities conducted during this time include: assisting the teacher in developing specific lessons, working with individual students while noting the teacher's management of the classroom, and completing individual student learning profiles. These activities are coordinated with coursework content of the remaining foundational courses on child and adolescent development and educational psychology. The on-site cooperating teacher completes Field experience evaluations.

Various field experiences coordinated with methods level courses (both elementary and secondary) require candidates to demonstrate the ability to use the teaching-learning context to determine students' needs, adapt and/or develop curriculum, plan lessons and units, present lessons and activities, evaluate student learning, and assess pre-professional goals. These field experiences comprise a minimum of 50 hours assisting in age/grade appropriate classrooms. Methods courses are currently piloting teacher work samples and grading rubrics as a means of determining competency in these areas. It is anticipated that these work samples, when implemented, will become part of the candidate's assessment portfolio. Data collected from the teacher work samples and field experience evaluations are included in the supporting documents.

Candidates participate in a 15-hour field experience related to working with special needs learners. This field experience is coordinated with EDU 525 – Procedures for Including Students with Mild/Moderate Disabilities in the Regular Classroom, a course required for all elementary school education majors and secondary education co-majors. During this field experience, candidates demonstrate their application and specialization of knowledge and skill in working with a student. Competency in this area is determined through an interview and observation with a classroom teacher serving students with special needs, a case study developed from teaching/learning activities with a special needs student, and the field experience evaluation.

Candidates participating in the master's degree (M.Ed.) program for initial certification participate in field experiences at the foundations, methods, application, and specialization levels within coursework. Professional and pedagogical knowledge and skills competence are determined through multiple course-based assessments and field experience evaluations. Candidates, at the time of application, must submit documentation of a minimum 3.0 QPA, passing PPST scores, suitable GRE (50%ile) scores, previous transcripts of all college work, and notarized felony convictions and mental capacity statements. Candidates must also submit three letters of recommendation and participate in a personal interview. Candidates are allowed to receive, at maximum, two grades of "C" and no grades below "C" in all coursework to remain in the program. The QPA for each candidate is reviewed each semester.

Candidates participating in the master's degree (M.Ed.) MAGIS program for initial certification must follow all of the guidelines of other M.Ed. candidates. MAGIS candidates receive a provisional certificate and become the teacher of record in a Catholic school following their first summer of coursework. These secondary Catholic schools provide an on-site mentor for each MAGIS candidate and university supervision occurs on a bi-weekly basis.

Evidence:
Field Experience Evaluation Forms
Sample Visitation Reflection
Sample of Activities – EDU 207/210
Teacher Work Sample and Rubric

Element Five: Professional Knowledge and Skills for Other School Personnel

Programs at the advanced preparation level (school administration and counseling) share the unit's conceptual framework with programs at the initial preparation levels. Courses and pre-service field experiences are developmental with foundational courses followed by methods, application, and specialization coursework with field experiences. The following charts illustrate the developmental nature of the coursework.

School Counseling		
Level of Course	Course Number	Title
Foundations	COU 540	Professional Orientation and Ethics in Counseling
	COU 542	Beginning Seminar in Counseling
	COU 544	Lifespan Development
	COU 615	Educational Research
Methods/Technology	COU 610	Counseling Theories and Methods
	COU 612	Practicum in Counseling
	COU 620	Methods in Group Counseling
	COU 630	Appraisal in Counseling
	COU 640	Career Counseling and Programming
Application	COU 682	Internship in Elementary School Counseling
	COU 684	Internship in Secondary School Counseling
Specialization	COU 642	Counseling in the Elementary School
	COU 646	Counseling in the Secondary School
		Various Electives

School Administration		
Level of Course	Course Number	Title
Foundations	EDU 615	Educational Research
	EDU 600	Principles of Curriculum Construction for Elementary and Secondary Schools
	EDU 609	Principles of Organization and Administration for Elementary and Secondary Schools
	EDU 692	Cultural Issues in Education
Methods/Technology	EDU 610	Special Education Topics for Administrators
	EDU 620	Practical Aspects of School Law for Teachers and Administrators
	EDU 622	Improving Your School-Community Relations
	EDU 624	Supervision of Learning
	EDU 625	Practical Knowledge of School Finance for Teachers and Administrators
Application	EDU 628	Field Service Experience in Elementary School Administration
	EDU 630	Field Service Experience in Secondary School Administration
Specialization	COU 642	Counseling in the Elementary School
	COU 646	Counseling in the Secondary School
	EDU 520	Foundations of Catholic Education (elective)
	EDU 623	Managing Your School Climate (elective)
	COU 544	Lifespan Development (elective)

Each program has integrated their respective professional standards within coursework and field experiences. Internships and Field Service Experiences are culminating experiences for each program where candidates demonstrate competencies in application of content knowledge for P-12 schools and students. Candidates in advanced preparation programs are assessed through QPA and performance evaluation of field experiences (piloted AY 2002-2003 – counseling only).

School administration and counselor education programs require exit performance assessments. Both programs have moved from a written comprehensive examination format to an assessment/performance portfolio format. Rubrics for scoring portfolio components have been developed and inter-rater reliability seminars are being considered.

The portfolio comprehensive examination for counselor education includes a written response to a specified case study (knowledge), the presentation and critique of an individual counseling session (skills), and an oral presentation of a candidate's reflective journey detailing personal and professional growth (dispositions, knowledge, and skills). Candidates are scored on each aspect of the portfolio and a composite score is utilized to determine competencies met. Candidates who do not demonstrate competency are assigned to a unit member for consultation and collaboration. A semester's plan for remediation is developed and the candidate and unit member meet to review competencies. Following the plan's completion, the candidate may resubmit his/her portfolio.

The portfolio comprehensive examination for school administration has two primary purposes: to be a vehicle for candidates to demonstrate the knowledge, skills, and dispositions acquired through program coursework; and, secondly, to provide the candidate with a formal opportunity to reflect on the individual learning and growth that has occurred. Each portfolio examination addresses the NCATE and ELCC standards for other school personnel working with P-12 students.

Both programs for advanced preparation are reviewing comprehensive examination portfolios to develop more rigorous rubrics, more closely align with standards, evaluate P-12 student learning, and to develop more systematic means of assessment throughout the programs.

Follow-up and supervisor surveys of candidates in advanced programs occur on a bi-yearly basis. The school administration program and the counselor education program were surveyed during the spring of 2002. Poor response rate yielded no meaningful suggestions. Both programs have yearly Advisory Committee meetings whose membership includes candidates, graduates, community professionals, and unit faculty.

Evidence:
Admissions/Exit Criteria
Samples of Portfolios with rubrics
Follow-up Surveys
Minutes of Advisory meetings
Program Meetings

Element Six: Dispositions for All Candidates

Dispositions for initial and advanced preparation candidates are aligned with professional, state, and institutional standards. Creighton University's mission statement and Ignatian core values speak of inclusion and service to all people. This foundation requires that candidates within the unit experience and demonstrate an understanding of working with other professionals, families, students, and school communities. 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 unit have adopted four "charisms" as the basis for dispositions desired within our candidates. Student teaching evaluations identify dispositions related to professionalism and commitment to teaching and learning, it is our belief that all of these dispositions are found within the charisms identified.

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 (reference). 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.

CURA PERSONALIS refers to personal concern for the individual. Education takes place within the context of caring relationships – relationships between students and teachers, teachers and parents, families and professional school communities. Candidates are instilled with an "Ethic of Care" which promotes *human dignity, individual differences, and personal relationships.* Personal concern for the individual can be related to the desire to educate the whole person – intellectually, socially, emotionally, physically, and spiritually/ethically/morally. In the public school setting, this may be referred to as character education (for which the state of Nebraska has just adopted curricular guidelines) or in the Catholic or private school setting as spiritual formation. In addition, education of the whole person focuses on finding God or the sacred in all things. As St. Irenaeus stated, *"The glory of God is the human person fully alive."*

MAGIS is the term that St. Ignatius and the Jesuit Order use for seeking "the more" or the greater good. Magis can be demonstrated in many ways: striving toward excellence, developing high expectations and standards, fulfilling one's potential by developing gifts and talents, focusing on continuous school improvement and professional development. The purpose behind this striving would be to serve God and do all things – Ad Majorem Dei Gloriam – for the "greater glory of God."

MEN AND WOMEN FOR AND WITH OTHERS offers a means by which one can share his/her gifts for the benefits of others. It promotes the building of inclusive classroom and school communities where equality, equity, human rights and responsibilities, and human dignity are fostered. Men and women for and with others also leads to service-learning activities and social justice within education and society.

CONTEMPLATION IN ACTION promotes reflection and ethical decision-making. It fosters the process of examining one's life – personal and professional – and advocates mindfulness as opposed to mindlessness. Discernment – *a faith-based process of decision making that is prayerful and includes the moral and ethical dimension* – leads to an action orientation advocated by the Creighton University Education Department in building *Effective Leaders in the Jesuit Tradition.*

Candidates in professional education courses have been exposed to information regarding charisms for several years. During the summer of 2002, one unit member designed a PowerPoint presentation to offer similar information to all candidates on unit dispositions. As part of the unit's assessment plan, pilot assessments for the four dispositions described above were initiated during the fall of 2002. Traditional undergraduate candidates in foundations courses were evaluated through a personal interview by unit members on each of the four dispositions. Inter-rater reliability seminars were held to assist with validity of rating.

Evidence:
Charisms PowerPoint Presentation
Interview Evidence Form
Charisms rubric

Element Seven: Student Learning for Teacher Candidates

Program coursework and field experience evaluations in initial preparation programs are the means by which the unit currently addresses P-12 student learning. With the change in the NCATE 2000 Standards,

these efforts are no longer adequate. Changing the focus from candidate performance and outcomes to P-12 student learning requires collaboration with P-12 partners, students and parents.

As stated earlier, teacher work samples are being piloted in a number of methods courses during AY2002-2003. Information gathered from these experiences should provide insight regarding student learning and possible adaptation of work samples for evaluation purposes. Teacher Work Samples will be implemented as a means of candidate evaluation and P-12 student learning during AY 2003-2004 as noted in Level III of the unit's Assessment Plan. In addition, field experience and student teaching evaluations are being reviewed and revised to include documentation of P-12 student learning.

Evidence:
Teacher Work Samples

Element Eight: Student Learning for Other Professional School Personnel

The unit prepares school personnel in the areas of School Administration and School Counseling at the advanced preparation level. As with initial preparation programs, program coursework and field experiences evaluations were used to determine growth in P-12 students. These advanced programs are aligned with their respective professional, state, and institutional standards. Each program is reviewing and revising candidate competency checkpoints and integrating required documentation of P-12 student learning within those checkpoints. As with the initial preparation programs, field experience and internship evaluations are being revised to include documentation of P-12 student learning.

Evidence:
Internship Journals

Standard 2: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

Element One: Assessment System

<u>*Current Performance Data (1997 through spring 2002)*</u>

Applicant qualifications:
The Selection and Retention Committee of the unit reviews all potential undergraduate applicants for admittance to the program. Candidates must possess a minimum 2.5 QPA, passing scores on the PPST, successful completion of EDU 103, 207, and 210, and completed felony disclosure and mental capacity statements in order to be admitted to the Education Department. Semester reviews are conducted by advisors to determine that these standards are maintained.

Candidates admitted to the post-baccalaureate secondary education program must have a minimum 2.5 QPA, a bachelor's degree in a secondary education field of concentration from an accredited college or university, two letters of recommendation, passing scores on the PPST, and completed felony disclosure

and mental capacity statements in order to be admitted to the unit. These candidates enroll in EDU 103, 207, and 210 during the first summer of their program and progress is monitored (QPA).

Candidates admitted to the M.Ed. secondary education program for initial certification must have a minimum 3.0 QPA, a bachelor's degree in a secondary education field of concentration from an accredited college or university, two letters of recommendation, passing scores on the PPST, acceptable scores on the GRE, and completed felony disclosure and mental capacity statements in order to be admitted to the unit. These candidates enroll in EDU 503, 507, and 510 during the first summer of their program and progress is monitored (QPA).

Candidates in programs considered undergraduate may not earn a grade of less than "C" in professional education coursework. If a candidate earns a grade less than "C", the course instructor and Selection and Retention Committee provide insight to the candidate.

Candidates admitted to the MAGIS (Mentoring Academic Gifts in Service) secondary education program for initial certification must have a minimum 3.0 QPA, a bachelor's degree in a secondary education field of concentration from an accredited college or university, two letters of recommendation, passing scores on the PPST, acceptable scores on the GRE, completed felony disclosure and mental capacity statements, and a personal interview in order to be admitted to the Education Department. These candidates enroll in EDU 503, 507, 510, and 542 during the first summer of their program. This coursework allows candidates to become provisionally certified and teacher of record in a classroom. These candidates live in community, explore Ignatian spirituality, and serve under-resourced Catholic schools for two years while earning a M.Ed. for initial certification purposes.

Applications to advanced level programs in Administration or Counseling are first reviewed by the Graduate School. If minimum requirements are met, the applications are forwarded to the respective program for review and admittance decision. Both advanced level programs in the unit require a minimum 3.0 QPA, three letters of recommendations, acceptable scores on the GRE (verbal and analytical scales), notarized felony disclosure and mental capacity statements and proven successive years of experience in teaching in order to be admitted to the unit. The Counselor Education program requires a personal interview and submission of a writing sample. Candidates in advanced level programs may take two courses while completing the application process. In addition, candidate progress (QPA) is monitored on a semester-by-semester basis to determine continued residence in the program.

Candidates in programs considered graduate may earn, at most, two grades of "C" to remain in the program. A grade below "C" ("F") will automatically dismiss the candidate from the program.

Candidate and Graduate performance:
The undergraduate education programs introduced revised assessment strategies that were incorporated into classes. Knowledge, skills, and dispositions outcomes for each course have been placed in matrices to illustrate in what courses each is introduced, reinforced, and mastered - and how mastery is assessed. Checkpoints for candidate progress were identified within each program. In particular, candidate learning was measured through specific competency checklists as a result of the pre-service teachers' work in the practica and student teaching experiences. Portfolio assessments have been expanded throughout the methods block courses, student teaching experiences, and seminar classes.

The M.Ed. and MAGIS programs began in the summer of 2002. Data collected is incomplete but has already provided insight for change and adaptation within the programs. The next classes enrolling in these programs will take a course on classroom management in the first summer. Educational psychology aspects will be integrated into this course and the course on multicultural issues. In addition, the incoming MAGIS candidates will attend a two-day orientation prior to the beginning of classes in the spring of 2003.

At the graduate level, the Educational Administration program conducted its first portfolio assessment in August of 2000. This system assesses the integration knowledge, pedagogical and management skills, and dispositions related to administration and leadership to be demonstrated. The Counselor Education Program continues to utilize a portfolio assessment as a measure of competence in program completion. The portfolio allows the candidate to demonstrate professional writing ability, knowledge of content, professional skills in counseling, presentation skills, and personal growth and development.

Unit operations to evaluate and improve programs:
The unit evaluates class and program performance in several ways. Each course (with greater than 4 students) is evaluated each semester through the SIRII or the Evaluation Form for Smaller Classes. In addition, faculty are required to describe course innovations in annual reports made to the Chair of the unit and the Dean of the college. They are also to comment on the success of these innovations. Faculty also have the option of observation by the Chair or a designee to assist with course evaluation and improvement.

The Advisory Committee for each program within the unit meets at least once each year. The purpose of the meeting is to provide information about program growth, development, and evaluation. Members of the Advisory Committee are invited to provide feedback on courses, programs, and evaluations as well as offer direction for the future. Previous feedback has led to course revision in several areas and an entire review of a program's curriculum in one instance.

Graduate Follow-up Studies are conducted on a bi-yearly basis. These surveys are completed by graduates, their supervisors, and clients (if appropriate). The evaluations are used in conjunction with SIRII course evaluations and Advisory Committee feedback to drive the revision process of single courses as well as program design.

Evidence:
PPST/GRE scores at Admissions
Admission forms for each program
Follow-up studies
Notes/Agendas from Advisory Meetings detailing changes
Portfolios: all programs
SIRII, Evaluation Forms

Revised Assessment Plan (beginning summer 2002)

As stated in Standard 1, "the unit is implementing the first steps of its assessment system (Levels I and II). The unit and its professional community have developed internal performance assessments based on professional, state, and institutional standards. In addition, rubrics and criteria for scoring and tests for

credibility are being initiated for Levels I and II of the Unit Assessment Plan. It is the goal of the unit to review and revise existing assessments and to integrate innovative assessment procedures in order to develop comprehensive systems of assessment for all initial and advanced preparation programs by 2005. In the fall of 2000, unit members began planning for these changes. The unit, since that time, has focused on the integration of technology and assessment into the curriculum; considered and implemented components for assessment portfolios as means of evaluating candidate learning; and incorporated the term "charisms" as part of the unit's focus on dispositions."

Professional Development Seminars have afforded the opportunity for unit members to explore greater integration of technology into coursework and a more systematic means of assessment practices. Retreats allowed unit members and candidates occasion to ponder charisms (specific dispositions related to Ignatian core values), their relation to our mission, their inclusion in coursework and experiences, and the initial steps in assessing their presence and promotion of student learning.

During AY2001-2002, unit members collaborated on a Unit Assessment Plan that moves candidate evaluation from two formal levels of assessment to five levels of assessment in the undergraduate programs and graduate programs for initial certification. The detailed plan outlining assessment system components and management was presented to Advisory Committees and stakeholders for feedback on content, syllabi format, and assessments. Revisions were implemented. Rubrics for candidate assessments at Levels I and II were developed.

A review of Rule 24 matrices with course goals continued to determine deficiencies and to develop a plan of revision and assessment. Outcomes in each course/program syllabi were reviewed for inclusion of institutional, state, and professional standards. Matrices were developed detailing where standards (NCATE, INTASC, and ISTE) are met. Course syllabi were reviewed to determine standardization. Creighton College of Arts and Science faculty, part of the Teacher Education Advisory Committee (TEAC), were consulted for coordination of syllabi.

Databases for candidate information and performance were reviewed and revised to include additional candidate assessment information to mirror the Unit Assessment Plan. Although the current database has the capacity to gather information at the major levels of assessment, systematic data will only be available for those levels that have been implemented. Information available for all candidates includes: demographic data, date of admittance, date of graduation, QPA at admittance, current QPA, field of study, field experience placements, total hours of field experience, PPST and GRE scores, felony convictions statement, and mental capacity statement. Additional Level I data includes: interview data, and dispositions rating. Additional Level II data includes: letter of recommendation, video and critique, personal statement, and formal application to the unit.

During AY2002-2003, the unit implemented Levels I and II of the Unit Assessment Plan. The Unit Assessment Plan was communicated to incoming freshmen in the summer of 2002 through new student communications and on the unit web site. Tests for credibility of these level's assessments are being developed. The rubrics for Levels I and II assessments are communicated to incoming students in EDU 103 – American Education and the Interactive Process - and the various program handbooks. The rubrics for Level III assessments will be developed and piloted in the spring of 2003.

The M.Ed. and MAGIS programs for initial certification are arranged in a different manner. Adaptations required to serve the needs of the candidate and program are noted in the following chart. Other aspects of the candidate's assessment of learning remain the same, but these artifacts are evaluated as part of the candidate's portfolio.

Evidence:
NCATE, INTASC, ISTE, CACREP matrices from programs
Database sample information sheet following new assessment plan
Outline/agenda/notes from Professional Development Meetings
Rubrics for Levels I and II

Element Two: Data Collection, Analysis, and Evaluation

The Assessment Plan of the Education Department seeks to be thorough, comprehensive, and systematic in its collection of data pertaining to applicant qualifications, candidate proficiencies, and competence of graduates, program effectiveness, and unit operations. Information is collected from candidates, faculty, on-site supervisors, employers, Advisory Committee members, and members of the Teacher Education Advisory Committee (Initial Certification programs). The unit is in the beginning stages of implementation of the Assessment Plan, therefore not all data that is desired to be collected has been integrated into the system as of this date. The tables below describe the type of data collected (or will be collected), the source of the data, and when the data is typically collected (or will be collected) for initial programs for each area of the assessment system.

Applicant Qualifications		
Type of Data	Source of Data	Collection of Data
QPA	Candidate/Registrar	Admission/Each Semester
PPST	Candidate	Admission
Felony Convictions/Mental Capacity Statements	Candidate	EDU 103/503, Application to Department, Application to Student Teaching
Interview*	Candidate/Faculty	EDU 103/503
Recommendation* (this spring)	Professional	EDU 103/503

Candidate Proficiencies		
Type of Data	Source of Data	Collection of Data
PPST	Candidate	Admission
QPA and Coursework	Candidate	Admission/Each Semester
Personal Statement* (this spring)	Candidate	EDU 207/507
Videotape and Critique* (this spring)	Candidate/Faculty	EDU 207/507

Competence of Graduates		
Type of Data	Source of Data	Collection of Data
QPA and Coursework	Candidate/Registrar	Admission/Each Semester
Evaluation of Student Teaching Experience	On-site Supervisor, Faculty	Student Teaching

Employer Surveys	Employer	Yearly
Follow-up Study	Candidate	Yearly

Program Effectiveness		
Type of Data	Source of Data	Collection of Data
Course Evaluations	Candidate, Faculty	Fall, Spring, Summer
Scheduled Program Reviews	Faculty, Members of Advisory Committee	5 years or when needed
Evaluation of University Supervision/Support	On-site Supervisor	Following Field Experiences
Advisory Committee Meetings	Members – Minutes of Meetings	Yearly
Teacher Education Committee Meetings	Members – Minutes of Meetings	One meeting each semester, individual meetings with department liaisons
Employer Surveys	Employer	Yearly
Follow-up Study	Candidate	Yearly

Unit Operations		
Type of Data	Source of Data	Collection of Data
Course Reviews	Course Evaluations - Candidates Follow-up Studies – Candidates Annual Reports – Faculty	Fall, Spring, Summer Yearly Yearly
Faculty/Candidate Survey on Technology	Faculty Candidate	Fall, 2002 EDU 103
Faculty Professional Growth	Annual Report – Faculty Professional Development Meetings	January of each year Yearly Meeting Agenda
Advisement	Advising Appointments	Fall and Spring (at minimum)
Leadership	Annual Reviews to Dean	Spring
Admissions System	Application (see individual programs for requirements)	At time of admissions
Student Teaching Placement	Student Teaching Application and Evaluations	Semester prior to student teaching; twice each semester
Governance Structures	Faculty/Academic Council Meetings; Meetings with Dean; University Reports	Monthly Yearly Quarterly

* - data collected this year for the first time

The tables below describe the type of data collected (or will be collected), the source of the data, and when the data is typically collected (or will be collected) for advanced programs in counselor education and school administration for each area of assessment system.

Applicant Qualifications		
Type of Data	Source of Data	Collection of Data
QPA	Candidate/Registrar	Admission/Each Semester
GRE	Candidate	Admission
Felony Convictions/Mental Capacity Statements	Candidate	COU 540, Application to Program, Application to Internship
Interview	Candidate/Faculty	Admission
Recommendation	Professionals	Application to Program

Candidate Proficiencies		
Type of Data	Source of Data	Collection of Data
GRE	Candidate/Registrar	Admission
QPA and Coursework	Candidate	Admission/Each Semester
Written Autobiography	Candidate	Admission
Videotape and Critique	Candidate/Faculty	Portfolio Comprehensive Exam

Competence of Graduates		
Type of Data	Source of Data	Collection of Data
QPA and Coursework	Candidate	Admission/Each Semester
Evaluation of Internship/Field Service Experience	On-site Supervisor, Faculty	Internship/Field Experience
Employer Surveys	Employer	Yearly
Follow-up Study	Candidate	Yearly

Program Effectiveness		
Type of Data	Source of Data	Collection of Data
Course Evaluations	Candidate, Faculty	Fall, Spring, Summer
Scheduled Program Reviews	Faculty, Members of Advisory Committee	5 years or when needed
Evaluation of University Supervision/Support	On-site Supervisor	Following Field Experiences
Advisory Committee Meetings	Members	Yearly
Employer Surveys	Employer	Yearly
Follow-up Study	Candidate	Yearly

Unit Operations		
Type of Data	Source of Data	Collection of Data
Course Reviews	Course Evaluations - Candidates Follow-up Studies – Candidates Annual Reports – Faculty	Fall, Spring, Summer Yearly Yearly
Faculty Survey on Technology*	Faculty	Fall, 2002

Faculty Professional Growth	Annual Report – Faculty Professional Development Meetings	January of each year Yearly Meeting Agenda
Advisement	Advising Appointments	Fall and Spring (at minimum)
Leadership	Annual Reviews to Dean	Spring
Admissions System	Application (see individual programs for requirements)	At time of admissions
Internship/Field Service Experience	Internship Application and Evaluations	Semester prior to internship; informal – biweekly, formal – once each semester
Governance Structures	Faculty/Academic Council Meetings; Meetings with Dean; University Reports	Monthly Yearly Quarterly

*-data collected this year for the first time

Data collected from the various sources will be analyzed to determine where programs are effective and where changes are required to build the effective leaders that the unit advocates. Each area (applicant qualification, candidate proficiencies, competence of graduates, program effectiveness, and unit operations) derives information from multiple sources and data collection methods to ensure credibility. Feedback gained for the continuous assessment efforts should provide the unit with insight to accurately assess candidate pre-professional development, P-12 student needs, program improvement, and teacher education policies and procedures. An Assessment Plan Chart outlines the various components of the unit's plan, current practice, actions to move through the assessment transition plan, and target dates. This Outline of Transition Assessment Plan Components and Targets Chart is found in the exhibit room within the Unit Transition Assessment Plan.

Evidence:
Interview data
Technology Survey data

Element Three: Use of Data for Program Improvement

Discussion of what data is collected (or will be collected) and how data is collected occurred in Element Two: Data Collection, Analysis, and Evaluation. This section will describe the results of previous data collection and how the results were used for program growth within the unit. Again, as the unit is in transition with its Assessment Plan, all data that is desired to be collected has not been completed at this time.

Data from candidate follow-up studies, employer surveys, Advisory Committees and professional literature review have been the main impetus for program evaluation and improvement. Although feedback from these instruments and discussions has proven quite suitable for the unit, it is anticipated that additional information can be gained from a more formalized advisement sequence and increased feedback opportunities from Advisory Committees and professional partners.

In 1998, the unit implemented a post-bac program. This program, envisioned by the Director of Secondary Education, was a response to a concern voiced within the community for highly qualified

teachers in content areas for secondary education. The program allows a candidate to earn certification in secondary education within a year – if he/she possesses a degree in a content area in which the unit offers an endorsement. The program has been quite well received and has certified many highly qualified candidates. Discussions regarding the integration of Jesuit core values (later termed, "Ignatian charisms") into coursework and programs were shared with Advisory Committees. The consensus of the feedback from these meetings encouraged the integration as a means of communicating the distinctiveness of the unit's teacher education programs.

In 1999, feedback from candidates and Advisory Committees suggested changes in the distribution and number of hours required for field experiences. Field experience hours were redistributed and forms noting evaluation of requirements and verification of participation revised. In addition, the Director of Field Experiences along with the Directors of the Elementary and Secondary Education programs developed a Handbook for Student Teaching experiences. The development of this handbook was suggested from discussions with graduating seniors and supervising cooperating teachers.

The advanced level program in School Administration made several changes in AY 2000 following review of feedback from Advisory Committees and graduate follow-up studies. The program members scheduled the Educational Research (EDU 615) course within the first nine hours of a candidate's program so that the candidate would have guided experiences with professional writing. Expectations for the Field Experience course (EDU 628/630) were more clearly delineated. The school administration program offered its first portfolio comprehensive examination that allowed a candidate to demonstrate competence on various levels of understanding. In addition, the unit dedicated itself to providing more diverse field placements for all students and began an exploration of the feasibility of offering an endorsement in ESL.

In 2001, members began exploring the inclusion of a diversity course for all candidates and adopted the use of Blackboard as a course management system. A one-hour technology course was added to the requirements for all elementary education majors, a classroom management course for secondary education co-majors was implemented, and the endorsement for ESL began with options for both initial and advanced level programs. Input from Advisory Committees, graduates, and professional partners led to these changes and discussions.

In 2002, the commitment to technology and technology training continued with praise from graduates and Advisory Committees. To ensure that technology courses are offering appropriate content and skills, the faculty member instructing the course developed and administered a survey to candidates and unit faculty. The results are noted in the evidence and were used to revise content and assignments for the technology course and other technology assignments in professional education courses. In addition, the MAGIS and M.Ed. programs began. These programs were a response to post-bac graduates and other candidates who wanted to earn an advanced degree with their initial certification as a teacher and to the critical need to train highly qualified teachers to serve in under-resourced Catholic schools (MAGIS).

Evidence:
Advisory Committee Minutes
Program Meeting Minutes
Follow-up Studies
Employer Surveys

Standard 3: Field Experiences and Clinical Practices

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

Element One: Collaboration between Unit and School Partners

Collaboration between the unit and our school partners has been a focal point of our programs since the mid-nineties. At that time, the unit embarked on renewed efforts to build relationships with several local schools and districts to enhance field experiences for candidates and to better understand current practice and demands of the profession in its field setting. Most recently, the unit has had partnerships with several area public and private schools for its initial certification programs – Elementary; St. Cecilia's Grade School, Sacred Heart School, All Saints Grade School, Jesuit Middle School, Dundee School, Jackson Academy and Lothrop Academy, and Secondary; South High School and Creighton Prep. Field experience opportunities are required at the foundation, methods, specialization, and application levels of instruction. These experiences are scheduled in public and private school settings where students are ethnically, racially, and socioeconomically diverse.

Field experiences for the advanced programs have, until this past year, consisted of culminating internships or field service experiences. In the summer of 2002, the Nebraska Department of Education certification requirements for school counseling began including 100 hours of clinical experience prior to the culminating internship experience. The counselor education program is working with advisory committee members and on-site internship supervisors to best determine where field experience efforts should take place. A preliminary structure has been introduced which includes experiences at multiple levels throughout the program. Rubrics are being designed within each course that requires field experience. Although the school administration certification requirements do not currently necessitate these additional field experience hours, it is the intent of the faculty to build these experiences into the program during its formal review that is scheduled for the summer of 2003.

With the renewed emphasis on field experiences within initial and advanced level programs, the organizational structure within the unit was modified. The position of Director of Field Experience was revised and enhanced. Specific duties were outlined and the position was removed from the responsibility of a tenure-seeking faculty line. The current Director of Field Experiences is a ¾ instructor who teaches two classes in addition to her responsibilities that are as follows:

- Liaison with schools and districts to facilitate placement of all initial level candidates involved in field experiences, i.e., observations, aiding, assisting, and student teaching.
- Liaison with schools and districts to facilitate placement of individuals who require a student teaching experience in order to renew a teaching certificate.
- Create correspondence, make telephone calls, and conduct on-site visits to field placements to ensure that best possible environment is available to candidates.
- Chair the Selection and Retention Committee, including accumulating all pertinent admissions criteria for candidates seeking admission to the unit, distributing information to Committee members, and

advising Chair on decision of Committee. [Policies relating to the Selection and Retention process are located in the Education Department Handbook.]

- Provide updated information for student teaching handbook, student teaching application, and aiding/assisting forms.
- Interact with unit and school officials to ensure the appropriate supervision and placement of candidates involved in field experiences.

The position of Coordinator of Teacher Placement and Certification became a full-time staff position in 1998. The transition of this position has been beneficial for the unit and for teacher education candidates, both past and present.

Teacher Placement

- Update and maintain all forms required for credential files.
- Conduct seminars for student teachers to inform them of process involved in establishing credential file, including job search information, interviewing techniques, creation of resume, cover letter, application letter, etc.
- Meet with advanced level candidates in class or individually to explain above process.
- Meet individually with registrants to create resume, cover letter, etc.
- Provide information for alumni to update established credential files.
- As requested, forward copies of credential file, including finished resume, transcript(s) application, and reference letters to prospective employers.
- Research current hiring practices via electronic and paper means.
- Organize yearly campus career fair.

Certification

- Explain Nebraska certification requirements and process to current initial level and advanced level candidates during seminars and/or during individual appointments.
- Interpret certification requirements of Nebraska and other states as needed. Request clarification as needed.
- Complete and include all necessary paperwork relative to certificate applications, including obtaining official Creighton transcripts, providing PPST scores (when applicable), making recommendations, etc., for all appropriate certificate applications as requested.
- Create correspondence to state departments of education to verify and/or clarify coursework and/or degree requirements.
- Maintain library relative to certification, including web site locations, hard copies of state requirements, phone numbers, etc.
- Serve as liaison with personnel at Certification Office at Nebraska Department of Education (and other states), including attending scheduled meetings, requesting materials/information, and seeking certification information.

As noted in the listing of duties, these positions require a great deal of collaboration with unit members, participating school districts, cooperating and supervising teachers, and teacher education candidates. Both individuals must have skills in working with diverse settings and people. This change in structure from previous accreditation visits has earned the praise of candidates, faculty, and school districts.

Evidence:
Field Experience Letter for Initial Level Programs
Field Experience Expectations for Counselor Education
Agendas for Field Experience Orientation Meetings
Signed Agreements with Schools/Districts

Element Two: Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

Initial Level Programs:

Field experiences for initial level candidates were designed through the collaborative efforts of unit members, advisory committees, and professionals in the field. In addition, faculty directly responsible for teaching courses with assigned field experience components reviewed goals, objectives, and activities for suitability with content and practice. Matrices of pedagogical skills and evaluations for each field experience setting have been developed and reviewed. Field experience evaluations will be revised, once again, this spring for implementation in the fall of 2003. These field experience evaluations will assess content, pedagogical skills, conceptual framework, and the department's focus on charisms.

Formal observations are scheduled during field experiences (specifically in EDU 303/304 and 301/311) and candidates are required to document performance through practicum portfolios. The Handbook for Student Teaching, written in 1999, is updated each semester. Respective program handbooks detail field experience expectations within the programs. In addition, candidates receive a field experience packet in each course with specific requirements and verification procedures outlined.

Outcomes for field experiences are clarified in a matrix and communicated to instructors, supervising teachers, university supervisors, and candidates. Faculty within the unit developed an evaluation form to be completed by cooperating teachers. This form is prominently placed within the packet outlining field experiences and is shared with all candidates in field experiences and their cooperating teachers. In addition, rubrics were developed and implemented for assessing each field experience according to the outcomes measured in each of the methods courses.

During the spring of 2001, the unit received a donation to begin a service-oriented teacher education program. This program (MAGIS), modeled after the ACE program of Notre Dame, has required unit members to review the requirements of initial field experiences and candidates' introductions to those experiences. The M.Ed. and MAGIS programs began in the summer of 2002. These programs offer candidates a graduate degree along with secondary education certification in a content area that the unit endorses. Field experience requirements for the M.Ed. program are similar to the traditional secondary education program. The MAGIS program requires that candidates become provisionally certified prior to their teaching experiences. This is completed with summer field experiences on-campus and within the community. While serving as the teacher of record within the Catholic school placement, MAGIS candidates participate in a yearlong practica the first year and a yearlong internship the second year. Practica experiences began in the fall of 2002.

The culminating field experience for candidates in initial level programs is a 16-week student teaching experience. If the candidate is becoming endorsed in special education as well as elementary education or secondary education, an additional 16-week student teaching experience is required.

The following chart indicates where field experiences are required for initial level programs. The level of participation is also indicated.

Program	Course	Level of Participation	Field Experience Hours (minimum)
Elementary Education	EDU 103 EDU 207/210 EDU 301/311 EDU 303/304 EDU 525	Observation Aiding Assisting Assisting Assisting	 35 25 25 15
Secondary Co-major	EDU 103 EDU 207/210 EDU 341 EDU 440-450 EDU 525	Observation Aiding Assisting Assisting Assisting	 35 25 25 15
Special Education – field experience hours in addition to those required for Elementary or Secondary certification	EDU 215 EDU 421 EDU 423	Observation and aiding Assisting	20 -various hours, students assigned to one student for testing, evaluation, and remediation
M.Ed.(Master's of Education)	EDU 503 EDU 583/510 EDU 5511 EDU 660-670 EDU 525	Observation Aiding Assisting Assisting Assisting	 35 25 25 15
MAGIS (Master's of Education; Mentoring Academic Gifts in Service)	EDU 503 EDU 583/510 EDU 551 EDU 660-670 EDU 525	Observation Aiding Teacher of Record*	 35 25 25 15

* Candidates in the MAGIS program become the Teacher of Record with Provisional Teaching Certificates following their first summer of class. The school and the university are responsible for providing supervision of the candidate's performance in the classroom.

Advanced Level Programs:

Other school professionals in advanced level programs possess current, initial teaching certificates (at minimum) and have met minimum requirements for acceptance into graduate level programs. These candidates have had at least two years of successive teaching experiences within schools and are familiar with the culture of the school setting. Recent changes in state certification requirements have prompted the Counselor Education program to revise clinical practice. The School Administration program intends to review these revisions and adopt similar activities.

The School Administration program requires candidates to complete a field experience as a culminating requirement. During the summer of 2003, this program will be undergoing a formal review. In addition, the Nebraska Department of Education – Rule 24 (Endorsements) is being reviewed. It is the intent of the faculty to increase clinical practice requirements and formalize goals, objectives, and activities required in the current field experience course. Changes made within the state endorsement will also be incorporated into the program. The School Administration program will include on-site supervisors and university instructors in discussions of these revised field experiences. Previous revisions in the field experience course – EDU 628/630 – were accomplished with feedback from advisory committees, principal candidates, and principals. Increased class time, clearly delineated course goals and objectives, and evaluation procedures that authenticate the clinical experience were suggested and implemented.

The Nebraska Department of Education increased clinical experience requirements for the certification of school counselors in the summer of 2002. These changes required the Counselor Education program to increase pre-service clinical practice to 100 hours prior to the culminating field experience: internship. In addition, internship requirements were increased from 300 to 450 hours. In response, the faculty in Counselor Education have standardized internship experiences in the schools through collaboration on syllabi and assessment procedures with Advisory Committees, candidates, and professionals in the field; developed an outline of preliminary clinical practice experiences within methods, specialization, and application courses; and embarked upon a process of reviewing practice associated with content in each of the clinical practice courses. In addition, increased feedback from internship candidates and site visitations, midterm evaluations, and bi-monthly contact with site-supervisors has offered insight and assessment of candidate competence.

Following is an outline of the preliminary clinical practice experiences. All experiences have not been formalized as of this date as the new guidelines went into effect in June of 2002 and candidates have not progressed though each of the classes. Foundation, methods, specialization, and application courses are noted.

Program	Course	Course Type	Field Experience Hours
Elementary School Counseling	COU 540	Foundation	14 hours
	COU 544	Foundation	14 hours
	COU 610	Methods	14 hours
	COU 612	Methods	14 hours
	COU 620	Methods	20 hours
	COU 640	Methods	14 hours
	COU 642	Specialization	20 hours
	COU 682*	Application	450 hours*

Secondary School Counseling	COU 540	Foundation	14 hours
	COU 544	Foundation	14 hours
	COU 610	Methods	14 hours
	COU 612	Methods	14 hours
	COU 620	Methods	20 hours
	COU 640	Methods	14 hours
	COU 646	Specialization	20 hours
	COU 684*	Application	450 hours*

* - Internship, the culminating experience for advanced programs in counselor education.

In the spring of 2003, outcomes for all initial level field experiences and advanced level clinical practice were being reviewed and revised to meet changes within the conceptual framework. Of utmost importance, is the inclusion of the unit's charisms that have been illustrated in the conceptual framework. Rubrics, designed for activities within field experiences and clinical practice, will be refined to indicate this aspect of the conceptual framework. These rubrics will be communicated to candidates prior to field experiences and allow candidates and supervisors to comprehend the outcomes to be measured within each field experience (including student teaching) and clinical practice (including internship).

Evidence:
Field Experience Packet
Rubric for Field Experience Evaluations
Student Teaching Evaluations
School Counseling Internship Evaluations

Element Three: Candidates' Development and Demonstration of Knowledge, Skills, and Dispositions To Help All Students Learn.

As explained in Standard 2, the unit has several levels of evaluation for candidates prior to the student teaching or clinical practice experiences. Admission to the unit, continuation within the program, and recommendation for certification are determined by the candidate's performance at each level. University faculty and supervisors, as well as cooperating and supervising teachers in the field evaluate the content knowledge and pedagogical knowledge, skill, and dispositions for each candidate at each level.

Candidates are required to complete a course in working with students who possess special needs, EDU 525 – Procedures for Including Students with Mild/Moderate Disabilities in the Regular Classroom. The focus of this course is on inclusion and how to adapt coursework and activities to meet the needs of all students. During a 15-hour field experience, all initial level candidates are required to meet specific goals and objectives, and complete activities that demonstrate competence. These requirements include conducting an observation and interview with a teacher who serves students with diverse learning needs. During this experience, candidate notes the learning problems experienced by the P-12 students as well as classroom accommodations made by the teacher. Another requirement places the candidate in direct contact with a P-12 special needs student. The candidate is to gather background information regarding the P-12 student's learning needs, develop an individual educational plan (IEP) and implement the plan under the supervision of the classroom teacher.

Coursework regarding diversity is interwoven throughout professional education requirements. Foundations, methods, specialization, and application courses contain aspects on helping all students learn. Many of the professional education courses and required assignments include demonstration of knowledge and/or the ability to work with diverse learners. During field experience activities, candidates are required to provide evidence of pedagogical skill in working with all students.

Candidates are assigned to field experiences in a variety of settings. Each candidate is exposed to a minimum of five field experiences in both public and private school settings where students are ethnically, racially, or socioeconomically diverse. A specific outline of diverse field experiences is offered in the documents.

Candidates in advanced level programs of school administration or school counseling participate in culminating field experiences or internships. These on-site experiences are evaluated in a variety of ways: observation, discussion, portfolios, journals, and supervisory evaluations. The school counseling program has recently added field experiences prior to the culminating experience and has developed a plan for integrating these experiences throughout the program. The school administration program, which has a review scheduled for this summer, plans to implement more extensive assessment procedures for the field experiences.

Evidence:
Chart of field experiences, noting diversity
Case study and interview for EDU 525
Diagnostic report – EDU 422 and 423
Practicum evaluation forms
Evaluations of placements and student activities
Student teaching seminar
School counseling evaluation form
School counseling field experience plan

Standard 4: Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

Element One: Design, Implementation, and Evaluation of Curriculum and Experiences

As stated in the overview of the institutional report, "The Strategic Plan of Creighton University, Project 125 – Approaching 125 Years of Excellence and Planning for More (Spring, 2002), explicitly states the goals for the upcoming years and the next capital campaign. These six goals, based on a vision statement, focus on financial stability, nurturing our identity, strengthening commitment to academic excellence, faculty, ensuring diversity, and providing a dynamic student environment." Diversity is a focus of the activities in which university faculty engage. Its inclusion proceeds from the university mission statement and coordinates with the unit's mission statements, strategic plan, and goals. It is the goal of the unit to

build "Effective Leaders in the Jesuit Tradition" who will serve in their respective local, global, and diverse communities.

To this end, the unit strives to meet Nebraska Department of Education standards that relate to diversity in human relations and special education and the serving of all students' needs. These requirements are met through the course, EDU 103/503 – American Education and the Interactive Process and EDU 525 – Procedures for Including Students with Mild/Moderate Disabilities in the Regular Classroom. Coursework for advanced level candidates in school administration and counselor education address issues of diversity through EDU 692 – Cultural Issues in Education, and COU 619 – Counseling Diverse Populations. In addition, GLSEN (Gay, Lesbian, Straight Education Network) presents information about working with youth in several unit courses: EDU 103/503, and 692; COU 642 and 646.

Faculty within the unit regularly review course content for inclusion of diversity and social justice issues. A concerted effort is made to incorporate the understanding and realization that literature, research, and curriculum under-represent the diversity within our society. Through assignments, discussions, videos, selected readings and other supplemental activities candidates are challenged and encouraged to avoid myopia and actively include under-represented populations in all of their academic endeavors. For example, courses include strategies on modifying instruction for students with special needs including learning disabilities, physical challenges, limited English proficiency, and high-ability learners. Candidates are required to identify special needs students in their field experience settings and to include modifications for these students in their lesson plans. In addition, initial level candidates are encouraged to integrate multicultural literature into the curriculum and to evaluate text and supplemental materials for bias and inclusiveness.

Advanced level candidates, enrolled in COU 619, are encouraged to participate in multiple activities designed to increase their exposure to diverse populations. Initially, candidates are required to take a pre-course inventory examining their multicultural awareness and exposure. Candidates participate in an immersion experience with a person from another culture, attend campus activities that have a multicultural focus, and research a selected topic related to diversity. A post-course inventory administered to candidates demonstrates growth in the understanding and appreciation of diversity.

Faculty members participate in various professional development activities that promote understanding of diversity and assessment of professional behavior related to diversity issues (i.e., Diversity Reading Groups, Service-Learning Groups, Committee on Diversity, Seminar on Diversity and Professional Behavior). Many immerse themselves in social, educational, and health-related experiences with different racial, cultural, and ethnic community members. These faculty members then outlined strategies, academic expectations, and learning/assessment activities that were integrated into coursework that promoted understanding and appreciation of diversity. Although, specific courses have been identified as providing specific content regarding diversity issues; knowledge, pedagogical skills, and dispositions regarding diversity are interwoven throughout all courses and program tracks in the unit. In addition, the University's senior perspective courses, which are required for all graduating seniors, focus on interdisciplinary issues of diversity.

Due to the growing non-English speaking population in our metropolitan area and the need for candidates to be prepared to teach all P-12 students, faculty began exploring the inclusion of a certificate in ESL (English as a Second Language) in the summer of 2000. One faculty member received a university grant

to develop coursework that would be included in the certificate program. The ESL certificate was offered for the first time in the fall of 2001 and has continued to grow. Several faculty members are pursuing coursework in Spanish or other foreign languages as an avenue of professional development and commitment to serve the needs of our changing population. Partnerships, coursework, and field experiences have been encouraged with South High School and St. Agnes/Guadalupe Grade School due to their dual-language programs in Spanish and English.

Members of the unit continue to be steadfast in their efforts to increase candidates' exposure to knowledge, pedagogical skill, and dispositions related to diversity. Several department members would like to increase exposure in this area. Suggestions have included implementing an additional course on racial and ethnic issues, increasing service- learning components to coursework, and adding additional academic requirements for existing courses.

Evidence:
The Strategic Plan, Project 125 – Approaching 124 Years of Excellence and Planning for More
Diversity Audit
HPPI Involvement
Outline of ESL Certificate
Faculty Vitae

Element Two: Experiences Working with Diverse Faculty

The Education Department at Creighton University has thirteen full-time faculty, one ¾ time faculty, and four full-time staff members. Of that number, twenty-three percent of the full-time faculty are people of color; sixty-seven percent of department members are female; and at least forty-four percent are non-Roman Catholic. Our faculty members bring a wealth of ethnic, cultural, and religious diversity to the unit. Faculty members also boast a diversity of experiences within public and private school settings; urban, suburban, and rural geographic locations; and opportunities to work and research with colleagues nationwide and around the world.

Several faculty members' research efforts and service activities focus on issues of working with diverse students and clients. Dr. Sharon Ishii-Jordan researches the field of behavioral disorders and diversity. Dr. Lynne Houtz explores aspects of science education and strategies for working with diverse classroom communities and is involved with the health sciences outreach programs to African-American, Hispanic, and Native American students. Dr. Lynn Olson works with ethnically, racially, and socioeconomically diverse students and reading instruction. Dr. Mary-Beth Muskin counsels teen moms within a diverse high school setting. Dr. Jeff Smith investigates the male avoidance of counseling phenomenon, conducting research that studies the counseling experiences and viewpoints of adolescent and adult males across diverse ethnic backgrounds. Dr. Ramona Bartee communicates with gay, lesbian, bisexual, and transgendered students to discuss their concerns. Dr. Beverly Doyle publishes research focusing on learning disabilities and special needs P-12 students.

The unit seeks adjunct faculty who are diverse in person, have a variety of experiences with P-12 students, and have proven expertise in their content area. These adjunct faculty serve both initial and advanced level programs and may range from approximately 8 to about 20 per semester. Again, these

faculty bring a wealth of experience and expertise to their assignments and the candidate's pre-service learning/teaching experiences are the richer for their inclusion within the unit.

Evidence:
Faculty Roster with Experience/Research
Adjunct Roster

Element Three: Experiences Working with Diverse Candidates

During the 1997 NCATE accreditation visit, the examiners identified weaknesses in the area of working with diverse candidates. Advanced level programs were identified as not having an explicit plan to recruit diverse candidates. Initial and advanced programs were identified as not providing an annual evaluation of the unit's efforts to recruit diverse candidates and that candidates within the unit's programs were not significantly diverse.

These identified weaknesses prompted unit members to form a Minority Recruitment Committee in the fall of 1997. The committee's purpose is to participate in and promote activities that enhance the possibility for P-12 students to become exposed to the field of education. Specifically, members of this committee attend Major Fairs, Career Fairs, and University Open House Days, the Hispanic Outreach and Afro-American Outreach Programs and Minority Campus Days. In the spring of 2000, the Office of Multicultural Affairs and Education Department faculty participated in a campus-wide Native American Student Retreat held on the campuses of Creighton University and the University of Nebraska – Omaha (UNO). Members of the faculty met and hosted Native American high school students from over five states, and delineated the academic requirements necessary for admission to Creighton University. Native American graduates and current students from the unit participated by explaining the broad and comprehensive nature of the benefits of pursuing an education degree. The unit has renewed relationships with the Pine Ridge and Winnebago Reservations. Unit members have designed activities and provided candidates with P-12 school experiences on the reservations and several candidates plan to complete student teaching experiences on the reservation. Communication with the Office of Multicultural Affairs has increased interaction with Native American populations and work with regional institutions to support educational opportunities for Native American candidates and P-12 students. It is anticipated that the Office of Multicultural Affairs and unit faculty will host similar retreats for Latino and African American students in the future.

Unit members serve on the President's Council on Diversity (one department member is chair of the committee), as Freshmen Seminar Advisors, and facilitate coursework on surveying possible career choices. The President's Council on Diversity is committed to developing and implementing a comprehensive, university-wide plan to promote understanding and appreciation of diverse groups, to increasing the number of members from underrepresented groups and international students, and to ensure the effective and sensitive interaction and socialization of all members of the University community. Unit members serving as Freshmen Seminar Advisors assist candidates with exploring and matching their personal goals with a field of study. Typically, each freshmen advisor meets with his/her advisees (about 20) on a weekly basis throughout the first semester. Candidates remain with the Freshman Seminar Advisor until a major is declared and often maintain close contacts throughout their tenure at the institution. The College Major Selection and Career Planning Course – EDU 101 that is taught by a unit member provides freshmen and those with an undetermined major opportunity to explore possible career

choices and to gain a greater understanding of themselves. The instructor in this course, a member of the minority recruitment committee, has worked with the Admissions Office and has petitioned the Creighton College of Arts & Sciences in an effort to assign all incoming students to this class. These efforts have seen an increase in enrollment in recent years.

Unit members have also participated with the Admissions Office, the Graduate School, and the University's Council on Diversity on developing plans to increase minority enrollment in the University at large and within the unit. Participation in the Nebraska Partnership for Quality Teacher Education (NPQTE) Grant has assisted in this effort. This grant provided funds that were utilized for the development of brochures and materials for minority recruitment, involvement in majors' fairs, and sponsoring meetings with groups of diverse students visiting campus. Brochures were redesigned to reflect diversity and opportunity within the profession of education.

Participation in the Nebraska Partnership for Quality Teacher Education (NPQTE) Grant assisted minority recruitment efforts by Creighton's SEAN (Student Education Association of Nebraska) and KDP (Kappa Delta Pi) Chapter activities. SEAN members invited members of partner schools to participate in chapter activities that are designed to promote diverse experiences and activities. Members of South High School's and Roncalli High School's Future Teachers of America Association also attended KDP/SEAN seminars and panels. These experiences are reciprocally beneficial for pre-service teacher education candidates at Creighton University, P-12 students, and the professional community.

For many minority candidates, consideration of higher educational pursuits at Creighton University in the unit is not financially feasible. The unit, therefore, has increased minority student participation by providing a scholarship that is specifically designated for minority education candidates. The Jesse James Shelton Endowed Scholarship, established in 1997, intends to provide funds for minority students enrolled in teacher education.

The following charts, compiled from data submitted to AACTE, illustrate the gender and racial demographics of candidates within the unit. M.Ed. and MAGIS candidates are not included in this report as statistics regarding their inclusion will not be reported until the fall of 2003. The number of minority students in upper level education courses has begun to see an increase in the past year. The unit invited the new enrollment manager, Don Bishop, to a meeting where we discussed our desire to grow, efforts to increase recruitment, and plans for enrolling and maintaining diverse candidates. The unit has made great strides in its efforts at minority recruitment; however, it must continue to endeavor in this area to provide optimal experiences for all candidates.

FULL TIME UNDERGRADUATE EDUCATION STUDENTS

	1997	1998	1999	2000	2001	2002
Female	133	76	80	76	50	64
Male	24	10	8	11	5	12
American Indian/Alaskan Native	0	2	0	0	1	0

Asian/Pacific Islander	5	7	2	5	4	3
African American, Not Hispanic	3	1	2	3	1	0
Hispanic	2	2	2	2	2	6
White, Not Hispanic	147	74	82	77	48	67
Other	0	0	0	0	0	0
Nonresident Aliens	0	0	0	0	0	0

FULL TIME GRADUATE EDUCATION STUDENTS

	1997	1998	1999	2000	2001	2002
Female	2	2	8	7	3	0
Male	1	1	1	1	2	0
American Indian/Alaskan Native	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0
African American, Not Hispanic	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0
White, Not Hispanic	3	3	9	8	3	0
Other	0	0	0	0	0	0
Nonresident Aliens	0	0	0	0	0	0

PART TIME GRADUATE EDUCATION STUDENTS*

	1997	1998	1999	2000	2001	2002
Total Students	97	78	64	52	24	34
Female					19	26
Male					5	8
American Indian/Alaskan Native					0	0

Asian/Pacific Islander					0	0
African American, Not Hispanic					0	1
Hispanic					0	0
White, Not Hispanic					24	33
Other					0	0
Nonresident Aliens					0	0

* - ethnic/racial statistics on part-time graduate students were not reported to AACTE prior to 2001

Evidence:
Minutes of Minority Recruitment Committee Meetings
SEAN/KDP activities with student organizations/service activities
Outline and description of scholarships

Element Four: Experiences Working with Diverse Students in P-12 Schools

Teacher education candidates at Creighton University participate in a variety of field experiences within diverse school settings. These field experiences led to partnerships with metropolitan schools that have increased significantly since the last NCATE visit in 1997. These school partnerships provide opportunities for candidates to work with students who are ethnically and racially diverse. With these opportunities, candidates are able to observe, learn, and practice knowledge, pedagogical skills, and dispositions that demonstrate an understanding and ability of working with all students. The typical teacher education candidate is exposed to field experience settings in private and parochial school settings, schools that are ethnically and racially diverse, and schools with a high incidence of poverty.

Creighton University is located within the heart of Omaha, Nebraska. Omaha Public Schools, the largest public school district within the state, reports a diverse P-12 student population with 51% minority enrollment. Many partnerships have been forged between the unit and P-12 schools in the metropolitan area. At the elementary level, Lothrop and Liberty Academies are public school partnerships while Sacred Heart, St. Cecilia's and All Saints' Grade Schools, and the Jesuit Middle School are partners within the parochial school setting. At the secondary level, South High School is a partner for field experiences. A chart of field experiences detailing P-12 student demographics is available in the documents.

The unit has continued to participate in activities which support minority P-12 students through the state's NPQTE (Nebraska's Partnership for Quality Teacher Education) grant. Candidates and P-12 students have participated in science workshops (Brains Rule on the Winnebago Reservation), read-a-thons in metro schools, and pre-professional teacher education activities through Creighton's SEAN (Student Education Association of Nebraska) and KDP (Kappa Delta Pi) Chapters.

Through the diverse field experiences and pre-professional teacher education activities, candidates have opportunity to receive feedback from students and professionals regarding their abilities in working with diverse students. Within each field experience placement, candidates are evaluated on the activities in which they participate, interaction with the students, and their professional orientation. This information is then used by university faculty and advisors to counsel and advise candidates regarding professional development. During the 2003-2004 AY, field experience assessments are to be evaluated for congruency with standards and new assessment levels within the unit.

Evidence:
Evidence of OPS demographics
Chart of Field Experiences
Chart of Field Experiences with student demographics
Copy of Field Experience evaluations

Standard 5: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Element One: Qualified Faculty

The Education Department has thirteen full-time faculty members and one ¾ time faculty member. Six full-time faculty members are tenured and five faculty members are on a tenure-track professional line. These eleven full-time faculty members possess terminal degrees (Ph.D., Ed.D.) in their field of expertise. One full-time faculty member possesses a terminal degree and occupies a teaching line (for a full-time tenured faculty on medical leave). One full-time faculty member, who possesses a master's degree in counseling, teaches a survey course for undecided students. This course is included with offerings within the unit but is not a professional education course. This individual also has recruitment responsibilities, as he was an Assistant VP for Enrollment Management. Our ¾ time faculty member, the Director of Field Placement, possesses a certificate of advanced study (a masters' degree plus one year) and is a doctoral candidate. In addition to field placement responsibilities, the director teaches two classes each semester.

Name	Faculty Rank	Areas of Expertise
Debra L. Ponec. Ed.D.	Chair Associate Professor	Foundations, School Counseling
Howard Bachman, M.S.	Assistant Professor	Career Counseling, Recruitment
Ramona Bartee, Ed.D.	Assistant Professor	Elementary Education; School Administration
Timothy J. Cook, Ph.D.	Assistant Professor	Secondary Education; School Administration
C. Timothy Dickel, Ed.D.	Professor	Human Growth/Development; Counseling

Beverly Doyle, Ph.D.	Associate Professor	Special Education; Educational Psychology
W. Patrick Durow, Ph.D.	Assistant Professor	Secondary Education, School Administration
Lynne E. Houtz, Ph.D.	Assistant Professor	Elementary Education; Science and Math
Sharon Ishii-Jordan, Ph.D.	Associate Chair Associate Professor	Special Education; English Language Learners
Karin Levine, C.A.S.	Assistant Professor	Human Growth/Development; Elementary Education
Mary-Beth Muskin, Ph.D.	Assistant Professor	Career Counseling; School Counseling
Lynn O. Olson, Ph.D.	Assistant Professor	Elementary Education; Reading and Language Arts
Jeffrey M. Smith, Ph.D.	Assistant Professor	Community Counseling; College Counseling
Linnea C. White, Ph.D.	Assistant Professor	Community Counseling; College Counseling

The unit has six part-time faculty members who work full-time in other departments within the University. These unit members hold faculty or staff status in areas of their expertise and possess at least a master's degree. The following chart supplies the demographic information for these faculty members.

Name	Faculty/Staff Status	Areas of Expertise
Mary Conway-Mason, M.S.	Assistant Professor	Physical Education
Barbara Dilly, Ph.D.	Assistant Professor	Sociology
Gary Michels, Ph.D.	Associate Professor	Natural Sciences
Michelle Millard, M.S.	Peer Education Coordinator	Counseling; Peer Education
Richard Rossi, Ph.D.	Asst. VP for Residence Life	College Counseling
Wayne Young, Jr., M.S.	Associate Director of Residence Life	Counseling; Residence Life

The unit hires quality adjunct faculty to teach in their initial and advanced level programs. While the unit has reduced its reliance on adjunct faculty, at times, one's unique expertise and skill makes him/her a valuable addition to the entire faculty. All adjunct faculty members possess, at minimum, a master's degree and have had vast experience in their professional positions. The following chart identifies adjunct faculty members who have served the unit during the past two academic years.

2001-2002 Academic Year		
Name	Area of Expertise	Years of Experience***
Therese Bender, M.S.	ST	16.5
Virginia Bryg, Ph.D.	Reading/ST	35
Scott Butler, M.S.	Counseling	14
Judith Fisher, M.S.	Mathematics	35

Dennis Flood, Ph.D.	Special Education	30
Joan Hamilton, Ph.D.	Foreign Language	11
Gary Kastrick, Ph.D.	Social Studies	23
Joanne Langabee, M.S.	Science	31
David Moore, M.S.	Music/ST	36
John Palladino, M.S.	Theology	11
Dinah Raful, M.S.	ST	15
James Shepard, M.S.	Geography	37
Alice Smith, M.S.	Children's Literature/ST	5
Fr. David Smith, M.S.	Art	17
Janette Sodoro, Ph.D.	Educational Psychology	2
Gene Walker, M.S.	Grief Counseling	20 (counseling)

2002-2003 Academic Year

Name	Area of Expertise	Years of Experience
Virginia Bryg, Ph.D.	Reading/ST	35
Scott Butler, M.S.	Counseling	14
Joan Hamilton, Ph.D.	Foreign Language	11
Gary Kastrick, Ph.D.	Social Studies	23
Marsha Kalkowski, M.S.	Journalism	9
Joanne Langabee, M.S.	Science	31
James Mangimeli, M.S.	Theology	25
David Moore, M.S.	Music/ST	36
Joyce Schwartze, M.S.	ST	33
James Shepard, M.S.	Geography	37
Alice Smith, M.S.	Children's Literature/ST	5
Fr. David Smith, M.S.	Art	17
Gene Walker, M.S.	Grief Counseling	20 (counseling)

ST – Student Teaching Supervision

The unit seeks clinical on-site P-12 teachers to serve as supervisors for field experiences and student teaching. These on-site P-12 teachers have successfully completed, at minimum, three years of teaching and possess certification in the areas in which they teach. A complete listing of field experience and student teaching supervisors, along with school site, certification, and years of experience can be found in the documents.

Evidence:
Faculty vitae
Part-time faculty vitae
Listing of on-site supervisors and years of experience

Element Two: Modeling Best Professional Practices in Teaching

The highly effective academician has found a way to integrate activities of teaching, scholarship, and service. For members of the unit, teaching often poses questions that need to be investigated, scholarship (research) becomes the vehicle for that investigation, and service is the opportunity to test the hypotheses, strategies, knowledge, or insight gained from teaching questions and research. Being able to demonstrate this integration to candidates, models best practices in academia and supports the theme of our conceptual framework, "Effective Leaders in the Jesuit Tradition."

Faculty within the unit possess a thorough understanding of the content that they teach. A review of course syllabi, faculty credentials and vitae, and teaching evaluations attest to this expertise. At the beginning of each course, each semester, faculty members review the conceptual framework of the unit, its underlying philosophy, and how each course fits within the framework. Faculty members also share insight on the components of the conceptual framework and how these contribute toward building "Effective Leaders in the Jesuit Tradition."

Teacher education candidates are exposed to a variety of teaching methodologies with the opportunity for reflection, critical thinking, and problem solving. These methodologies range from lecture to cooperative learning activities; from class discussion to experiential learning; and from candidate presentation to simulations. These pedagogical strategies invite candidates to learn within their primary learning modality while modeling the practice of teaching to the needs of all P-12 students. Evidence of these practices can be found in the syllabi of professional education courses.

All courses within the unit are required to utilize technology and integrate issues of diversity. Unit members made a commitment in 2001 to have all courses WEB enhanced by January of 2003. Although some faculty use the WEB only for information storage, other faculty have chosen to use many of the tools available with the course management system, Blackboard. Discussion boards, group work, electronic assessments, and use of the digital drop box assist faculty with developing greater interaction among candidates, reflection of course content and beliefs, and opportunities for feedback from peers and instructors. This past fall, a section of EDU 103 participated in a cooperative learning module with the University of Nebraska at Omaha and Dana College. Candidates from all three institutions were placed in groups to explore the issue of national teaching standards and write an opinion on state support. Although there were several "glitches" in the process, candidates gained an appreciation for the benefit of technology in networking with other individuals.

As stated in Standard Four – Diversity, EDU 103/503 serves to satisfy the human relations requirement for state standards in initial preparation programs. This course, however, is not the only course in which issues of diversity are discussed. It has been the intent of the unit to weave knowledge, pedagogical skill, and dispositions related to diversity throughout the program. To that end, a diversity audit of courses and activities has been prepared to demonstrate those endeavors. The audit notes aspects of diversity related to state standards, activities and/or assignments required, and the specific courses where these assignments/activities occur. Faculty suggestions for continued focus on diversity issues have included implementing an additional course on racial and ethnic issues, increasing service- learning components to coursework, and adding additional academic requirements for existing courses.

Faculty members seek to improve teaching practice. Many have been members of Teaching Circles where groups of faculty across the university have come together to discuss issues related to the scholarship of teaching. In addition, members have participated in effective grading classes, workshops

and seminars on assessment, and Carnegie Teaching/Learning Taskforce. Currently, one unit member is working as a faculty associate with the Office for Academic Excellence on Teaching, Learning, and Assessment (OETLA). Its purpose is to promote student learning through developing faculty teaching and assessment skills and create and sustain a culture of assessment across the university.

Each semester, each course (with more than 4 students) is evaluated through the use of SIRII or the Small Course Evaluation Form. Student evaluations of Education Department courses overall have been exemplary. The overall rating for courses in the Education Department over the past several semesters is noted in the chart below. When a faculty member's course evaluations demonstrate a need for improvement, the chair and the faculty member discuss and document strategies for implementation during the Annual Review process.

Semester	Range of SIRII Scores	Creighton University Average
Spring, 1999	3.39-4.86	4.19
Fall, 1999	2.23-4.95	3.89
Spring, 2000	2.95-4.71	4.04
Fall, 2000	2.39-4.67	3.93
Spring, 2001	2.69-4.99	4.05
Fall, 2001	3.03-4.94	4.24
Spring, 2002	2.95-4.79	4.06
Fall, 2002	3.21-4.71	4.16

Evidence:
Diversity Audit
Sample Syllabi and course packets with strategies noted
SIRII Evaluations - Samples
Faculty Vitae

Element Three: Modeling Best Professional Practices in Scholarship

Creighton University prides itself on the motto of "Anchored in Ethics, Centered on Service, Pledged to Excellence." This promotes the theme of excellence and best practices in scholarship. Faculty members within the unit present research and best practice at local, regional, national, and international conferences. These presentations typically lead to publications within professional journals or teacher education magazines. Since 1997, faculty publications have increased significantly. Various department members published journal articles, book chapters, and monographs and several members secured grants for continued research projects.

Grant awards have ranged from an inter-University grant for $1000 to a collaborative $250,000 Howard Hughes Medical Institute Grant - "Build A Human" project. Unit members have secured a record number of grants within the past several years offering opportunities to publish curriculum, to implement programs to increase reading retention among minority students, to enhance science education, to explore the shortage of theology teachers in the country, and to present teacher-training seminars on speech-language disorders for diverse students. These grant activities directly relate to the teaching and service activities of faculty members.

Participation in two statewide grants has proven beneficial for the members of the unit. The PT3 (Preparing Tomorrow's Teachers for Technology) grant provided funds for training of faculty, collaboration with P-12 partners, and implementation of technology requirements for candidates in pre-service teacher education. The Nebraska Partnership for Quality Teacher Education (NPQTE) grant assisted with mentoring classes for new teachers, collaboration of candidates with P-12 students interested in education, and curriculum development of materials for underserved populations. Scholarship efforts were greatly enhanced by the support and activities provided by these grants.

The success of scholarship endeavors in the field of education is often measured by acceptance of papers for presentation and publication, or the implementation of a strategy, plan, or program. With this in mind, the members of the unit have significantly increased professional presentations, professional publications, and invitations to consult and work with individual schools and school districts on contemporary issues. This increase demonstrates that unit members are on the cutting edge of research and tend to select projects that are viewed as valuable by the professional community as well as by practitioners in the P-12 schools.

Evidence:
Faculty Vitae
PT3 grant
NPQTE grant
Samples of publications and presentations

Element Four: Modeling Best Professional Practices in Service

Service is a major component of the faculty member's responsibilities with the unit. Collaboration with partner schools, faculty within other departments and colleges, and community members is often required for teaching, research, and service activities. In addition, the conceptual framework and mission statement of the unit describes service to diverse local and global communities as a major component comprising the education that candidates receive.

All faculty serve on committees within the unit. Committee work guides curriculum planning, student and faculty evaluation, and unit operations. Unit members participate in committees and service activities at the college level.

A listing of unit members' participation in Creighton College of Arts & Sciences activities between 2001 and 2003 includes:
- Admissions Committee
- Assessment Committee
- Carnegie Scholarship of Teaching
- Diversity Project Advisory Board
- Executive Council
  - Faculty Development Committee
  - Faculty Evaluation Committee
- Rank and tenure Committee
- Service Learning Committee
- Student Appeals

➢ Technology Committee

A listing of unit members' participation in University committees and activities between 2001 and 2003 include:
➢ Academic Council
➢ Center for the Study of Children's Issues
➢ Faculty Council
➢ Graduate Board
➢ President's Council on Diversity - Co-Chair
➢ Project 125 Strategic Planning Committee on Diversity - Chair
➢ University Athletic Board
➢ University Committee on Benefits
➢ University Committee on Instructional Computing
➢ University Distance Education Committee
➢ University Committee on the Status of Women
➢ University Committee on Student Life Policy

➢ Cardoner at Creighton Retreat Committee
➢ Dr. Martin Luther King, Jr. Committee
➢ Science Building Dedication Committee

A listing of unit members' participation in community activities between 2001 and 2003 includes:
➢ Alzheimer's Association - Regional Advisory Council
➢ Beveridge, PTSA - President
➢ Central High School – Development and Counseling Advisory Committee
➢ Community speaker on Judaism
➢ Japanese American Citizens League - President
➢ Mercy High School – Board of Directors
➢ Metropolitan Reading Council – Executive Board
➢ National Council of Jewish Women, VP for Education, Grants Committee
➢ Nebraska AIDS Project – Hotline Operator
➢ Nebraska State Reading Association – Executive Board
➢ Omaha Public Schools – Special Education Advisory Committee
➢ Omaha School Foundation Board
➢ Organizations for Community Inclusion – Vice President
➢ Salvation Army – ministry role
➢ St. Wenceslaus – ministry role

A listing of unit members' participation in professional organizations between 2001 and 2003 include:
➢ American Association of Colleges for Teacher Education (AACTE)
➢ President-Elect, Association of Catholic Leadership Programs
➢ President-Elect, Association of Jesuit Colleges and Universities – Education Council
➢ Board of Directors - Council for Exceptional Children
      Yes, I Can Foundation
➢ Gay, Lesbian, Straight Education Network (GLSEN)

- ➢ International Reading Association – Executive Council
- ➢ Kappa Delta Pi (KDP)
- ➢ Regional Associate, Secondary Schools Department, National Catholic Educational Association (NCEA)
- ➢ National Council for Teacher of Mathematics
- ➢ National Education Association
- ➢ National Science Teachers Association
- ➢ President-Elect, Nebraska Association of Colleges for Teacher Education (NACTE)
- ➢ Nebraska Educational Technology Association
- ➢ North Central Association

Evidence:
Conceptual framework
Mission statement – department
Faculty Vitae
Department duty roster

Element Five: Collaboration

The professional education faculty collaborates regularly and systematically with colleagues in P-12 schools, faculty in the Creighton College of Arts & Sciences, teacher education faculty at other institutions and the professional community to improve programs and enhance teaching/learning opportunities for pre-service teacher education candidates. Advisory Committees, the Teacher Education Advisory Committee, P-12 School Partnerships, PT3 and NPQTE grants, NCTE, and NACTE provide the vehicles for collaboration on issues related to pre-service teacher candidate preparation, P-12 student learning, and the profession of education.

Each program within the unit has an Advisory Committee composed of professional education faculty, current candidates, graduates, and professionals within the community. The committees meet one time each year to discuss issues related to teaching, candidate learning, and the preparation of teachers, counselors, and administrators. Committee members are made aware of graduate survey information, current issues in the field, and changes within certification requirements. Insight is sought from these members regarding change in curriculum, practice, and community need. The Advisory Committee of the Special Education Program did not meet during the current year as no students were enrolled and the program will undergo a formal review and revision during the summer of 2003.

The Teacher Education Advisory Committee (TEAC) is comprised of the Dean of the College of Arts & Sciences (CCAS), faculty members of CCAS, and several members of the professional education faculty. This committee was formed in the fall of 2002 following a discussion and participation in a conference on collaboration efforts for Deans of Colleges of Arts and Sciences and Education. The committee will meet this spring in the first of two yearly meetings. The purpose of the TEAC will be to review and align education requirements with those of content area departments, share insight regarding the needs of professional education candidates, and update departments on changing curricular demands and certification requirements. Prior to the formation of this committee, the Director of Secondary Education engaged in the tedious task of meeting with each department chair each year to share and gain insight. These meetings will continue with time for additional insight to be shared. It is anticipated that the

addition of the TEAC will allow for empowerment, greater collaboration, and a shared vision of the preparation for teacher education candidates.

The unit has P-12 School Partnerships with several schools in the metropolitan area. These partnerships were forged to provide a variety of field experience settings for pre-service teacher education candidates. Initial partnerships were formed with two elementary schools – Lothrop Magnet Center and St. Cecilia's Grade School. These partnerships were successful in their endeavors and the partnership process has grown to now include Sacred Heart and All Saints Grade Schools, Jackson Academy, Liberty Academy and Dundee Elementary Schools at elementary level and South High School at the secondary level. Members of these partnership schools have participated in PT3 and NPQTE grant activities as well as served on Advisory Committees for department programs. In addition, the department's student organizations, SEAN and KDP, have interacted with P-12 students at these schools for a variety of teaching/learning activities.

The Preparing Tomorrow's Teachers to Use Technology (PT3) grant involves a collaborative relationship between the unit and technology-rich public and private schools, including St. Cecilia's Grade School, Marrs Academy, Harrison Elementary School, and Carriage Hill Elementary School. Pre-service teacher education candidates experienced the integration of technology in teaching and learning during field experiences and field trips. Teachers who effectively modeled the use of technology were used as mentors and presenters in class. The expertise of these practitioners was also shared with unit faculty.

The Nebraska Partnership for Quality Teacher Education (NPQTE) grant has provided unit faculty and candidates with many collaborative opportunities in conjunction with the community schools. Through grant funds, mentoring classes taught veteran teachers how to provide support for new teachers. SEAN and KDP held collaborative programs with Future Teacher Clubs in local high schools, student minority recruitment materials were enhanced, culturally sensitive curriculum materials were purchased, and a collaborative counseling curriculum was written.

The unit is a member of the Nebraska Council for Teacher Education (NCTE). This advisory committee to the State Board of Education meets three times each year and is comprised of members from the Nebraska Association of School Boards, Nebraska Parent Teacher Association, Nebraska Council of School Administrators, Nebraska Council on American Private Education, Teachers (both NSEA members and non-NSEA members), and Higher Education faculty. There are three standing committees (certification, undergraduate education, and graduate education) and an executive committee. Members review education issues related to the preparation of pre-service teachers, student learning, and certification. One member of the unit is a voting member of NCTE. The Certification Officer typically attends NCTE meetings with the unit representative.

The unit is a member of the Nebraska Association for Colleges of Teacher Education (NACTE). One member of the department serves as President-elect for NACTE. This association brings together teacher education faculty from the eighteen teacher education institutions within the state. The purpose is to discuss current education issues, review program planning and certification requirements, and to share best practices related to pre-service teacher training. This has been an invaluable association within the state. All members of NACTE are supportive of the diversity of programs within the state.

The unit has been integrally involved with the Health Professions Partnership Initiative whose goal is to increase the academic achievement of P-12 minority students in science and math. One unit member, Dr. Lynne Houtz, serves as the Education Evaluation Specialist and liaison between the university and the P-12 schools.

Evidence:
Advisory Committee Membership List
Advisory Committee Meeting Minutes
TEAC membership list
TEAC minutes
PT3 Grant Activities
NPQTE Grant Activities
NCTE Membership List
NACTE Membership List

Element Six: Unit Evaluation of Professional Education Faculty Performance

All faculty participate in the University's system for annual review. Unit members are required to complete an annual review form detailing progress in the areas of teaching, research, and service. Each faculty member within the unit has an opportunity to rate his/her performance in the areas of teaching, scholarship, and service.

In the area of teaching, every course, each term, is evaluated using the SIRII or the Evaluation Form for Small Classes. Some faculty also administer a mid-course evaluation. The purpose of these mid-semester evaluations is to become more aware and correct/improve areas needing adjustment prior to the ending of the semester. This type of evaluation serves to improve instruction and student learning. Faculty may also request other evaluative measures of teaching success as noted on the Annual Report form.

In the area of scholarship (research), faculty detail efforts began, completed, and presented/published during the past calendar year. Grants secured for research projects are also described. Discussion of other research endeavors are detailed and identified. A description of scholarship activities can be found in each unit member's vitae.

The faculty members describe service activities within the unit, college, university, community, and profession. Most faculty members participate at all levels of university service. Service to community and professional endeavors are an integral part of the faculty member's responsibility. As can be seen in vitae, faculty members model "service to diverse local and global communities" as noted in the conceptual framework. Their attention to the rigors of the professorate demonstrate their belief in "Effective Leaders in the Jesuit Tradition."

These evaluations are part of the faculty member's annual review report and are discussed with the chair of the unit during the annual review process. These evaluations are conducted annually, even if the unit member has been promoted and received tenure from the university. Following the discussion, a rating is determined for each area: teaching, scholarship, and service. Goals and objectives for the following calendar year are noted and if necessary, a plan of remediation is discussed and developed. The chair then discusses the progress of each faculty member with the Dean of the College of Arts & Sciences. The

Dean determines how best to "reward" the faculty member related to their performance from the previous year.

During the 2000-2001 academic year, a formal third year review was instituted by the Dean of the Creighton College of Arts & Sciences. A review is conducted with a plan of action outlined for progress until tenure and promotion review which begins in the fall of the sixth year. Following the mid-point review, the faculty member is given a one-course reduction in the following academic year to implement the plan.

During the fall of 2002, part-time faculty serving the unit were asked to complete a professional development plan. This plan asked for the faculty member's goals in the areas of teaching, technology integration, and professional development. The chair reviewed the plans and requested evaluation of the goals. Each part-time faculty member will receive written feedback. If warranted, a meeting between the chair and faculty member will discuss a remediation plan.

Evidence:
Sample of Annual Report
SIRII
Evaluation for Small Classes
Third Year Review Memo
Professional Development Teaching Plan

Element Seven: Unit Facilitation of Professional Development

The unit values faculty development as part of professional growth for individuals and the department. Technology and scholarship continue to remain areas of need among the unit's pre-tenured faculty. The unit utilized PT3 grant funds to initially train faculty in the use of Blackboard as a course management tool. Funds from peripheral grants were used to purchase hardware and software to support the technology activities integrated into coursework following the training of unit members. One staff member, along with two US West technology fellows, have been assigned to assist faculty and students with learning and designing presentations, web pages, and electronic portfolio development.

Professional development seminars during the 1999-2000 academic year focused on research and scholarship; in 2000-2001 seminars focused on technology and assessment; and in 2001-2002 topics included technology, integration of Ignatian charisms, and NCATE review. During this academic year, unit members will select an electronic portfolio management system, prepare for NCATE, and discuss dispositions related to unit charisms. Several faculty members have participated and/or led university-sponsored Carnegie Teaching Seminars, Diversity Reading Circles, Effective Grading Workshops, Service Learning Task Force, and Leadership/Assessment Seminars.

Unit members may apply for professional development funds through the college and university. Several opportunities are available for course development, technology enhancement, and research projects. Unit members may also request a course reduction during the academic year in order to begin, complete, or evaluate unique, tedious, or time consuming research projects.

Evidence:

Faculty Vitae
Calendar of Professional Development Meetings
PT3 Grant Activities

Standard 6: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Element One: Unit Leadership and Authority

Teacher preparation at Creighton University is under the auspices of the Education Department. The Education Department is one of twenty-one major departments in the Creighton College of Arts & Sciences and one of nine colleges and professional schools on the university's campus. Dr. Debra L. Ponec who came to Creighton University in 1995 has served as chair of the unit since January of 2000. Dr. Ponec along with the associate chair, Dr. Sharon Ishii-Jordan, lead the unit in program review and revision, oversight of certification requirements, and preparation for NDE and NCATE accreditation visits.

The administrative structure of the unit also includes faculty positions of Director of Field Experiences and Directors or Coordinators of programs. Full-time staff positions include an administrative assistant, a certification officer, a personal computer coordinator, and a Director of the MAGIS program. Each of these administrative posts allows the unit to direct, manage, and evaluate the seven initial and advanced level programs and three endorsements for which it currently has state approval. A complete description of these positions and their functions will be offered in Element Three: Personnel.

Dr. Ponec reports to Dr. Timothy R. Austin (appointed in 2001), Dean of the Creighton College or Arts & Sciences, and consults with Dr. Barbara Braden (appointed in 1995), Dean of the Graduate School and University College. The Deans report to the Academic Vice President, Professor Christine Wiseman who was appointed in 2002. Rev. John P. Schlegal, S.J serves as President of the university. A chart of the administrative structure of the university and the unit can be found in the exhibit room.

All unit members participate in its governance. Members meet on a bi-weekly basis for discussions of current issues in curriculum and program reports, policy and procedures review and revision, and professional development. In addition, many faculty members participate in college and/or university committees and report insight and findings at department meetings.

The newly formed Teacher Education Advisory Committee (TEAC) is charged with reviewing and aligning education requirements with those of content area departments, sharing insight regarding the needs of professional education candidates, and updating departments on changing curricular demands and certification requirements. The TEAC is scheduled to meet twice each year, once during the fall semester and once during the spring semester. It is anticipated that the addition of the TEAC will allow for empowerment, greater collaboration, and a shared vision of the preparation for teacher education candidates.

The Graduate Board is under the auspices of the Dean of the Graduate School, Dean Barbara Braden. This board reviews courses and program plans for all curriculum that would be considered advanced level work. The Graduate Board recently reviewed the curriculum and plan for the M.Ed. and MAGIS initial certification programs. Other areas of focus for the graduate board include admissions, grade appeals, and dismissals.

The Curriculum Committee of the Creighton College of Arts & Sciences serves to approve new courses and new programs into the curriculum. This committee is charged with approval for new core courses; distance education courses; service learning courses; new courses; program approvals; title and course number changes; cross-listing of courses; change of course descriptions, title of course, or program title in the bulletin; and changes to the admissions requirements for the major. The procedures and processes for submitting new curriculum or changing existing curriculum is detailed in the report, "College Curriculum Approval Processes," found in the exhibit room.

The procedures for admission to the unit have been revised within the new assessment plan. Level I and II of the Assessment Plan, implemented this academic year, included admissions requirements. Prior to the fall of 2002, the admissions requirements for initial programs included maintenance of a minimum of 2.50 QPA (Graduate M.Ed. and MAGIS 3.00 QPA); acceptable scores on the PPST; acceptable grades in EDU 103/503, 207/507, 210/510 (grade of "C" or above); and completion of the unit application.

Current Intervals	Benchmark
Level I 2002-2003	Undergraduate Initial Certification Programs: - Minimum 2.5 QPA - Interview - Notarized Felony Convictions/ Mental Capacity Statements
	Graduate Initial Certification Programs (M.Ed and MAGIS) include all of the above requirements and: - Minimum 3.0 QPA - Passing scores on the PPST (grade of "C" or above) - Acceptable scores on the GRE (50%ile) prior to beginning the first class
Level II 2002-2003	- Successful Completion of EDU 103, 207, 210 (503, 507, 510) with an average of 2.5 QPA (Graduate 3.0 QPA), no less than "C" - Passing Scores on the PPST - Teaching Videotape from EDU 207/507 - Personal Statement - Successful Completion of Field Experiences coordinated with EDU 207/210; 507/510 (rating/rubric) - Recommendation - Completed Admissions Application

The changes to these admissions procedures, occurring in the fall of 2002, were not adopted prior to the printing of the 2003-2004 university bulletins, so updated admissions procedures appear on the department web page and recruitment materials. To ensure that all freshmen had access to the updated

information, a special mailing was developed and sent prior to Welcome Week. Incoming freshmen were also advised to seek current information on the department's web page. Updated admissions policies will be included in the next publication of the university's bulletins.

Admission to the advanced level program in counselor education includes a minimum 3.0 QPA, three letters of recommendation, acceptable scores on the GRE examination, and transcripts of all college work, a written autobiography, a personal interview, notarized felony convictions /mental capacity statements, and a completed application. Applicants may be accepted unconditionally, accepted on probation, or rejected for membership in the counselor education program. These requirements are noted in the program handbook, the department web page, and recruitment materials.

Admittance to the master's degree program for school administration requires a minimum 3.0 QPA, three letters of recommendation, acceptable scores on the GRE examination, transcripts of all college work, two samples of writing, notarized felony convictions/mental capacity statements, evidence of certification as a teacher, two years of successive teaching experience, and a completed application. During the summer of 2003, the faculty within school administration will be reviewing and revising the program. It is anticipated that a more consistent developmental plan for the program from admissions through the portfolio examination will be adopted. These changes should be adopted and communicated within the program handbook, the department web page, and recruitment materials by fall of 2003.

All candidates enroll in professional foundations core courses: EDU 103, 207, and 210. Candidate advising is initiated in EDU 103 – American Education and the Interactive Process, the first professional education course. All candidates have a personal interview and advising appointments with the instructor of this course. Advising files are completed for each student and continued interaction with unit faculty is strongly encouraged. During EDU 207 – Educational Psychology and EDU 210 – Child and Adolescent Development, candidates who want to pursue an education program at Creighton are required to complete the Education Department Application form. Advisors within the unit are formally assigned at that time. Continued enrollment in unit coursework is approved by a review of the Selection and Retention Committee and the candidate's advisor.

Candidates in the M.Ed. and MAGIS programs receive preliminary advising with an advisor during the application process. Candidates are required to meet with the Directors of each program and enrollment in subsequent courses is approved only after advising appointments. Candidates in advanced level programs (counselor education and school administration) follow a process similar to M.Ed. and MAGIS candidates. Advisors receive PINs (personal identification numbers) for each candidate. Advising appointments are scheduled and candidates receive approval to enroll in classes following completed appointments.

The unit has seven programs that meet annually with their respective Advisory Committee. Two new programs, the M.Ed. and MAGIS programs, began in the summer of 2002. The MAGIS Advisory Committee met several times during the planning year. The M.Ed. Advisory Committee is part of the Secondary Education Advisory Committees as their needs are similar. Present and former students, professionals in the field, faculty from Arts & Sciences, as well as unit members comprise the Advisory Committees for each program. Advisory Committees are apprised of graduate follow-up studies, trends in the field, and current research to determine curricular options and changes within programs. In addition, a Teacher Education Advisory Committee (TEAC) has been developed within the Creighton

College of Arts & Sciences. The purpose of this committee is to review curricular guidelines of all coursework (content, support, and professional education) and determine best how to meet the needs of teacher education candidates. The committee will meet once each semester. Although not currently interacting with one another the Advisory Committees and TEAC provide various perspectives to the professional education faculty regarding candidate preparation and curricular needs.

The Field Experience Director and Certification Officer have continuous contact with professionals who provide insight regarding community needs in education. The Field Experience Director contacts schools and district officials each semester to place candidates in field experience sites. In addition, the director meets with cooperating teachers and university supervisors to share field placement expectations and to address concerns.

Evidence:
Administrative Structure Chart – University
Administrative Structure Chart – Unit
Undergraduate and Graduate Bulletins
Minutes of Department Meetings
TEAC List and Minutes
Graduate Board By-Laws
Curriculum Committee Description
Current Advisor/Advisee List
Selection and Retention Member List and Minutes
Program Advisory Committee Minutes

Element Two: Unit Budget

Professional activities and responsibilities within the unit have been supported by the annual operating budget allocations through the Creighton College of Arts & Sciences.
This allocation permits faculty teaching, scholarship, and service that extend beyond the department to P-12 schools and school partnerships. In addition, several statewide and institutional grant initiatives and donor gifts have supplemented professional collaborative activities with school partners.

The chair of the unit apprises the Dean of the College of Arts & Sciences (CCAS) of financial issues and operating issues in the fall of the academic year. The Dean then meets with the Vice President for Academic Affairs and determines the allocation for the CCAS.   Departments within CCAS then complete a realistic budget request and the Dean and Assistant Dean for Finances determines each department's allocation. The operating budget for the unit for the 2002-2003 academic year is $34,827.

The format for competing department budgets underwent a major revision in 2001-2002. A five- year review of each department's expenditures was compiled. Departments reviewed the report and then made suggestions for the upcoming academic year. The Dean reviewed the requests and then made adjustments as needed. The unit's administrative assistant reviews the budget on a regular basis. Department budgets since 1998 are available in the exhibit room.

In the spring of 2001, the unit was the recipient of a major gift to support the development of a program to certify candidates to serve and teach in Catholic Schools. The MAGIS program began in the summer of

2002 with 8 candidates placed in underserved Catholic high schools. These candidates are the teacher of record for their classrooms, complete coursework during a two-year period, and live in community. Successful completion of teaching, coursework, and service leads to a master's degree which also satisfies initial certification requirements.   The budget for the MAGIS program for 2001-2002, the planning year, was $74,800. The budget for 2002-2003 is $144,525.

Two statewide grant initiatives, the Nebraska Partnership for Quality Teacher Education (NPQTE) and Preparing Tomorrow's Teachers for Technology (PT3) have assisted with professional collaborative activities with the unit's school partners. Training in the utilization of Blackboard for course support, inclusion of South High School and Future Educator's Clubs in SEAN/KDP meetings and activities, field site technology activities at metropolitan schools and participation in the Nebraska Educational Technology Association (NETA) are illustrative of the collaborative efforts funded by the grant.

Evidence:
Department Operating Budgets
Materials and Budget for MAGIS program
Grants – NPQTE and PT3
Technology Grant Proposal

Element Three: Personnel

Full-time faculty in the unit have two types of contracts: tenure-track and teaching. Teaching contract faculty have an increased teaching load. Service related activities like advising or serving on committees are encouraged, but not required. Production of scholarly research is not required. Tenure-track and tenured faculty have a 9-hour per semester teaching load. In addition, tenure-track and tenured faculty are required to produce scholarly research annually (grants, presentations, publications) in order to maintain minimum department standards. Service activities include participation in department, college, university, profession, and community endeavors. A workload chart for current department faculty is located in the exhibit room.

Supervision of field experiences and student teaching is conducted by full-time faculty members or by adjunct faculty who have experience in field supervision or who have attended an in-service conducted by the Director of Field Experiences. Supervision of student teaching and subsequent teaching load is computed in the following manner. Supervision of four student teachers is the equivalent of 3 credit hours…so, one student teacher equates to ¾ hour credit. Although this is a departure from state guidelines, our student teachers are assigned to two placements during their 16 week full-day student teaching experiences and supervisors are required to meet with each student teacher a "minimum of nine times during the semester for observation and conversation with the student teachers and their cooperating teachers. (At least five of these visits must be documented observations with reflection by the student teacher and university supervisor. The other four visits consist of introductory visits within the first week of each placement and closing visits during the last week of each placement.)" (Creighton Handbook for Student Teachers and Their Cooperating Teachers, Spring, 2003, p. 16). A workload chart for supervision of student teachers is located in the exhibit room.

The unit has 18 members. There are four staff members; three full-time (12 months) and one ¾ time (9 months). Thirteen of the fourteen faculty members are full-time with one a ¾ faculty member responsible

for directing field experiences. Faculty status and areas of expertise were discussed in Standard Five. Staff status and position are noted in the chart below followed by a brief description.

Name	Status	Position	Date of Hire
Jim DeMott	Full-time (12 months)	Director of MAGIS Program	August, 2001
Joy Fjare	Full-time (12 months)	Administrative Assistant	August, 2000
Sally Spencer	Full-time (12 months)	Director of Teacher Placement and Certification Officer	January, 2001
Judy Streitz	Full-time (9 months)	PC Coordinator	August, 1974

The credentials for the Director of the MAGIS Program include a master's degree (at minimum), valid teacher certificate, three to five years of experience as a Catholic school teacher or administrator, and commitment to Catholic education. The essential duties and responsibilities of the Director of the MAGIS Program are to prepare and implement a process to identify, recruit, select, and retain participants for the program; coordinate Archdiocesan agreements for teaching placements and financial arrangements; develop and maintain a fiscal plan that will support and sustain the program; teach one course each semester for a maximum of three courses per year; coordinate, with Chair, Director of Secondary Education, academic programs, credential and master's degree; coordinate spiritual and community life (plans, programs, and evaluations); establish and maintain communication with Advisory Board, school partners, consultants, and service corps programs as appropriate; attend conferences related to the program; support department in accreditation, secondary education, and mission-related activities; perform clerical duties such as maintaining correspondence, completing budget materials, and writing reports; and perform other duties as assigned by the Chair.

The unit has one full-time Administrative Assistant (12-month position) who is responsible for the traditional territory of the department secretary; maintains budget; provides clerical assistance to full- and part-time faculty; serves as receptionist, answers the phone and questions and/or directs appropriately; greets visitors; maintains handouts (i.e., PPST awareness form, department applications, conceptual framework, mission statements, admission forms, program handouts); and who is the liaison with various campus entities (i.e., Facilities, Registrar's Office, Bookstore, Creighton College of Arts and Sciences, Graduate School, Academic Computing, Telephone Services, Central Receiving, Mail Center). The administrative assistant also coordinates all activities of the unit's five work-study students including assignment of activities, maintenance of time sheets, and problem solving.

The Director of Teacher Placement and Certification Officer is a 12-month position. This individual is responsible for the development of a placement file for each graduating student, the coordinating of on-campus interviews, and the mailing of placement files to prospective employers. In addition, this person is responsible for the certification process of all Education and counseling students and alumni seeking certification by Nebraska or other states. The development of the placement file may include group and individual meetings with students during which resumes are developed. Qualifications include a minimum of a bachelor's degree in education with training and experience in teacher education and exemplary computer skills.

The Personal Computer (pc) Coordinator is a ¾ (9-month) position.   This person possesses exemplary computer skills and keeps abreast of new technology as it appears in education. This person is responsible for assisting students in technology, maintaining the computer lab, assisting faculty members with computer needs, and designing unit brochures and publications. During the past two years, this person's responsibilities have increased, so the job has increased from 6 hours per day to 8 hours per day. The pc coordinator is the technician for the unit's Blackboard supported courses and has redesigned and continually updates the department's web page.

Since the last visit of NCATE in 1997, administration at the unit, college, and university levels has changed dramatically. In May of 1998, Fr. Michael Proterra, S.J., Dean of the Creighton College of Arts and Sciences approved an administrative structure change requested of him by the Education Department. Included in that approved change was the creation of a quasi-administrative position; the person hired for this position would be Director of Teacher Placement and Certification Officer and also would be assigned several specific projects at the discretion of the unit Chair. The Dean also approved a new clerical position, department secretary. There have also been changes at all levels of the university. Creighton University has a new President, AVP, Enrollment Manager, one Dean (CCAS), Chair and Associate Chair (of the Education Department) since the visit in 1997.   The chart below outlines the changes, position, and date of hire.

Name	Position	Date of Hire
John P. Schlegel, S. J.	President	July, 2000
Christine Wiseman, J.D.	Academic Vice President	July, 2002
Timothy R. Austin, Ph.D.	DEAN (CCAS)	July, 2001
Donald Bishop	Enrollment Manager	September, 2002
Debra L. Ponec, Ed.D.	Chair of Education Department	January, 2000
Sharon Ishii-Jordan, Ph.D.	Associate Chair of Education Department	January, 2000

Evidence:
Workload chart for full-time faculty
Workload chart for supervision of student teachers
Administrative Structure Chart – Unit

Element Four: Unit Facilities

The unit is located in the Hitchcock Communications Arts Building (CA) in the center of the campus. Individual faculty offices, a conference room/technology lab, and counseling labs utilized by the unit are located on the first and second floors of the building. A classroom in the Humanities Center, located directly west of CA, has been designed to support methods classes in science, math, art, and reading/language arts. The unit typically holds classes in the Humanities Center or the Business Administration Building. These buildings are equipped with technology for teaching/learning support.

During the 1999-2000 academic year, the unit was one of several state recipients of a partnership grant in technology. This grant provided opportunity for instruction in technology and collaboration with other teacher education institutions in this area. The grant initiated the development of a strategic plan for technology that is supported by the university. During the 2000-2001 academic year, the unit participated

in the second year of a state partnership grant in technology. This grant provided opportunity for professional development in technology, hardware and software, and collaboration with other teacher education professionals. The technology plan adopted the previous year by the unit and institution progressed. Unit members had at least one course web enhanced in of fall 2001with all courses web enhanced beginning in 2003. Candidates and Advisory Committees have served with unit members as partners in the development of technology outcomes for teacher education programs.

The Dean of the Creighton College of Arts & Sciences and state/institutional technology initiatives provided new computers for the student lab, a laser color printer, and a copier for the department. Computer systems for faculty and student lab use have been placed on a three-year rotation for acquisition through a university-developed plan. Many of the student areas on campus have been updated to include wireless features in technology.

Evidence:
PT3 Grant Activities
University Computer Acquisition Policy
Technology Plan

Element Five: Unit Resources including Technology

The unit began requiring a one-hour technology course for elementary education candidates in 2001. Secondary education candidates had already been required to participate in a one-hour technology course as a co-requisite with the initial methods class. These requirements and the inclusion of ISTE standards throughout coursework have increased candidates' exposure to and demonstration of technology skills. Participation in the PT3 Catalyst Technology grant afforded the opportunity for the unit to purchase a laptop and two digital cameras. This equipment is used by candidates and faculty to capture activities in field experience settings. The unit also has a technology budget which has purchased an additional laptop and LCD projector for use by candidates and faculty in class and conference presentations.

Another benefit of the PT3 Catalyst Technology Grant was the introduction of Blackboard as a course management system to unit members. As stated earlier, unit members chose to commit to using Blackboard to support courses within professional education. This participation has allowed for greater interaction among candidates through the use of discussion boards and group work, research opportunities utilizing the external links feature, reflection of content and experiences through postings in the digital drop box, and experiences with computerized assessments and feedback.

The unit's distance education committee was formed in the fall of 2002. The committee's initial purpose is to explore the use of distance education and opportunities within the MAGIS program. The committee is currently gathering information in anticipation of writing a grant to support distance offerings for MAGIS students.

The unit's Curriculum Library Committee initiated a dialogue with the director of the library regarding holdings and the space provided for the Curriculum Lab. Members of the committee solicited a library "wish list" from unit members and have used that list to prioritize purchases. The director of the library supports the unit in its efforts to provide quality materials for pre-service teacher education candidates. Since 1999, the director has provided an increase of $3000 per year to the unit's library acquisition

budget. Discussions regarding a formal curriculum library space, a classroom, and adequate technology to serve methods classes have been tabled as the library seeks additional space for all of its holdings.

Another vehicle for adding education-related books to the library is the Yankee Approval Plan. A unit faculty member serves as the liaison and is consulted monthly about library acquisitions. The Yankee Approval Plan also adds books to the education collection automatically using education criteria agreed upon by faculty.

Since 1997, library acquisitions for the curriculum lab have increased significantly. Materials in the areas of handwriting and spelling, reading, language arts, and math have been received. The curriculum library has also received new textbook series in English, science and theology at the secondary education level. The secondary education program updates textbook series annually on a rotating basis. World language textbooks were added this academic year. Periodicals, videos, and materials for the juvenile collection have been added to the library to support pre-service teacher education candidates. A complete listing of library acquisitions can be found in the documents.

Evidence:
PT3 Grant Activities
Distance Education Committee Meeting Minutes
Library Budget
Listing of Materials
Yankee Approval Plan Document