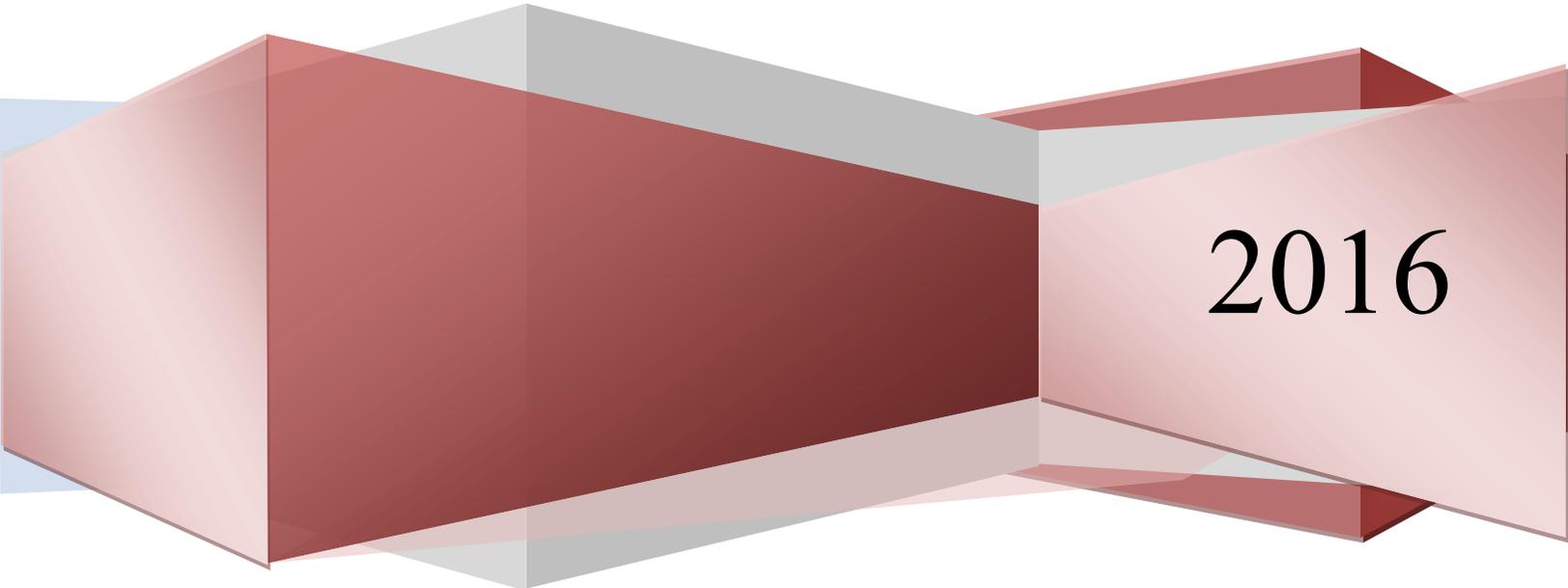




ELEMENTARY EDUCATION HANDBOOK

Graduate Program

A large, 3D geometric graphic composed of several overlapping, semi-transparent, reddish-brown rectangular blocks. The blocks are arranged in a way that creates a sense of depth and perspective. The year "2016" is printed in a large, black, serif font on the rightmost block.

2016

Dr. Debra Ponec, Program Director
Email: dlponec@creighton.edu
Phone: 402.280.2557
Rev. 02/2017

Department Office: Eppley, Rm 450
Department Phone: 402.280.2820
Department Fax: 402.280.1117

TABLE OF CONTENTS

	Page(s)
I. THE EDUCATION DEPARTMENT	
Purpose of the Handbook	1
Creighton University Mission Statement	1
Creighton University Graduate School Purpose	1
Education Department Mission Statement	1
Education Department Conceptual Framework	2
Administration and Faculty	5
Admission to Graduate Teacher Education Program	5
Admission Criteria	5
Ongoing Student Assessment and Reporting Requirements	6
Program Evaluation	7
Retention	7
Appeals Process	8
Graduate Degree Completion Deadline	8
Student Responsibility and Academic Advising	8
Policy on Academic Honesty	8
Grade Appeals	9
II. THE ELEMENTARY EDUCATION PROGRAM	
Program Outcomes	9
Ignatian Vision	11
Data Sheet	13
Recommended Sequence of Classes	14
Course Descriptions	15
III. CAPSTONE INFORMATION	
Field Experiences	17
Student Teaching	17
Degree Completion and Certification	18
Placement Services	18
APPENDICES	
Professional Dress and Manners Code	19
Professional Demeanor	20
Disposition Form	21
Regulations and Standards for Professional Practice	23
Code of Ethics of the Education Profession (NEA)	26
Code of Ethics for the Catholic School Teacher (NCEA)	28

PURPOSE OF THE HANDBOOK

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

CREIGHTON UNIVERSITY MISSION STATEMENT

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

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

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

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

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

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

CREIGHTON UNIVERSITY GRADUATE SCHOOL PURPOSE

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

Graduate study differs from undergraduate study in that, while extending the student's range of knowledge through course work and independent study, it intends to develop traits of critical judgment, independent thinking, scholarly initiative, and the habit of disciplined inquiry. Each graduate student is expected to thoroughly develop knowledge and skills in at least one field of endeavor so that the student can communicate the major concepts of that area of expertise to specialists and laypersons. The student should not expect to acquire the advanced knowledge and technical skills for interpretation and development of one's field of study from formal classroom and laboratory sessions alone, but should, in addition, utilize his or her energies to collect, organize, synthesize, and communicate the knowledge and application of the independent resources of one's chosen discipline. The mature graduate student acquires the skills requisite to identifying problems of inquiry, formulating means to the solution of those problems, and communicating the interpretations of scholarly analysis.

EDUCATION DEPARTMENT MISSION

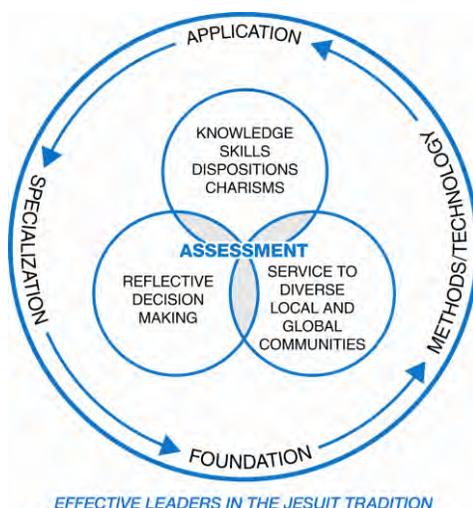
The mission of Creighton University's Education Department is to empower undergraduate and graduate students to become effective and caring teachers, school administrators, and counselors who desire to work with students and families in schools and agencies.

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

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

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

EDUCATION DEPARTMENT CONCEPTUAL FRAMEWORK



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

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

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

The philosophy underlying the conceptual framework is constructivist, for unit members believe that the learning process is dynamic, rather than passive. Each learner must actively be engaged, build or “construct” meaning based on prior knowledge, skills, and dispositions. Following a constructivist philosophy, unit members share the view that education should be designed to create a sense of self-awareness, since self-awareness is the first step toward becoming a reflective practitioner. This reflective process places the candidate in a position of observing, reflecting, and making critical, reflective decisions (Eby, 1997) in order to solve problems. This would then imply that training programs, in order to be appropriately designed, must be developmental in nature and sequenced in a manner that will allow candidates to acquire

knowledge, skills, dispositions (Morrison, 2000) and charisms. In addition, these experiences should be fostered through campus classroom and P-12 experiences. True to this premise, the unit has had partnerships with several metropolitan schools since 1997: Sacred Heart Grade School, St. Cecilia's Grade School, All Saints Grade School, Lothrop Academy, Jackson Academy, and South High School.

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

Essential to effective leaders are knowledge and skills in pedagogy, diversity, and technology. Working from a framework that emphasizes reflective decision making, candidates learn pedagogical strategies and best practices in the methods classes of respective programs. The unit's commitment to prepare candidates to serve diverse local and global communities began with the recognition that the population is changing and candidates often do not resemble the students in their classrooms (Sadker & Sadker, 2003; Ryan & Cooper, 2000; Morrison, 2000). This has culminated in the belief that an understanding of multicultural education and its importance to national unity should be advocated (Banks & Banks, 2000; Gollnick & Chinn, 1986). True to this belief is the endeavor that field experiences should provide opportunities for candidates to work with diverse students (ethnic, socioeconomic, religious, etc.) in diverse settings (urban, suburban, public, and private).

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

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

Knowledge, Skills, Dispositions, Charisms

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

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

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

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.*”

REFERENCES

- Banks, J.A., & Banks, C.A.M. (Eds.). (1997). Multicultural education: Issues and perspectives (3rd ed.). Boston: Allyn and Bacon.
- Eby, J.W. (1997). Reflective planning, teaching, and evaluation for the elementary school (2nd ed.). Columbus, OH: Merrill.

Gollnick, D.M., & Chinn, P.C. (1986). Multicultural education in a pluralistic society (2nd ed.). Columbus, OH: Merrill.

Morrison, G.S. (2000). Teaching in America (2nd ed.). Boston: Allyn & Bacon.

Ryan, K., & Cooper, J.M. (2000). Those who can, teach (9th ed.). Boston: Houghton Mifflin.

Sadker, M.P., & Sadker, D.M. (2003). Teachers, schools, and society (6th ed.). Boston: McGraw-Hill.

ADMINISTRATION AND FACULTY

Creighton University empowers the Education Department's chairperson, together with the faculty, to develop and to oversee programs for elementary, special education and secondary teachers, and for elementary and secondary school administrators and counselors. The Education Department is the responsible unit for the development of the policies and practices of these education programs.

Currently, Timothy J. Cook, Ph.D. (Boston College) is the chairperson of the Education Department. The following also are full-time faculty members in the Department:

Charles T. Dickel, Ed.D. (Indiana University-Bloomington), Professor
Beverly A. Doyle, Ph.D. (University of Nebraska-Lincoln), Associate Professor
Max Engel, Ph.D. (The Catholic University of America), Assistant Professor
Jean Hearn, Ed.D. (Creighton University), Assistant Professor
Ann Mausbach, Ph.D., (University of Kansas), Assistant Professor
Lynn E. Olson, Ph.D. (University of Nebraska-Lincoln), Associate Professor
Debra Ponec, Ed.D. (University of Nebraska-Lincoln), Professor
Fr. Tom Simonds, S.J., Ed.D. (University of San Francisco), Associate Professor, Associate Chair
Jeffrey M. Smith, Ph.D. (Kent State University), Associate Professor

The expertise of the following individuals is also invaluable to the Department:

Colleen Chiacchere (Loyola University-Chicago), Director, Magis Catholic Teacher Corps
Scott McClure (University of Notre Dame), Assistant Director, Magis Catholic Teacher Corps
Lillie Gayle Smith (Kent State University), Director of Field Placement and Certification
Laurie Thake (Thomas M. Cooley Law School) Administrative Assistant

ADMISSION TO THE GRADUATE TEACHER EDUCATION PROGRAM

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

ADMISSION CRITERIA

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

1. Minimum undergraduate GPA of 3.0
2. Submit all official college and university transcripts
3. Submit notarized Felony Convictions/Mental Capacity Statements
4. Submit passing scores on the Praxis Core tests: Reading (156+), Writing (162+), Math (150+) (formally PPST R-170+, W-172+, M-171+)

5. Submit Graduate School application and fees
6. Submit completed application packet to Education Department: www.creighton.edu/ccas/education
7. Submit three letters of recommendation
8. Successful completion of background check: www.onesourcebackground.com (subject to change)

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

ONGOING STUDENT ASSESSMENT AND REPORTING REQUIREMENTS

Notarized Felony Convictions/Mental Capacity Statements

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

Background Check

Given the requirements in most school districts that a background check will be required for individuals involved in extended contact with PK-12 students in the schools, the Creighton University Education Department will require university students involved in field experiences, practica, internships, or student teaching (field experiences) to complete a background check a minimum of two times during their program of study with a background company selected by the Education Department. The initial background check must be completed with registration for EDU 503/170 and 510/211.

Minimum 3.0 QPA

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

Field Experience Work Samples

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

Level I

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

Level II

To be admitted to Level II, you must maintain a 3.0 average in EDU 503/170 and EDU 510/211; obtain a C or higher in all Education courses; and successfully complete the practicum experience that is part of EDU 510/211. Candidates submit a field experience evaluation completed by the on-site supervisor. This evaluation details activity undertaken in the field experience, verifies the number of hours of aiding within the classroom, and offers a rubric for determining student performance.

Level III

The Selection and Retention Committee of the Education Department will review all information submitted by potential candidates for admittance to Student Teaching within the Education Department. Candidates must have maintained satisfactory progress throughout all education coursework and field experiences. A minimum of a 3.00 QPA and a completed student teaching application are required. In addition, the candidate must submit work samples from field experience sites that demonstrate work with students and describe students and their learning styles, lesson plans and

adaptations, evaluations of learning and student progress, dispositions, and reflections regarding how to improve the teaching process in the future. Additionally, students must register for the exit exam, Praxis II - Content Test.

Student Teaching Application

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

Background Check

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

Level IV

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

PROGRAM EVALUATIONS

Student Program Evaluation

Current students will complete a written program evaluation each fall. The program director and the Elementary Education Program Committee will review these evaluations and implement needed changes.

Elementary Education Advisory Board

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

RETENTION

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

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

SELECTION AND RETENTION APPEAL PROCESS

A student desiring an exception to the established criteria for admission, retention or program requirements may submit a completed Request for Exception in the Education Department Form to the Chair of the Selection and Retention

Committee. Forms may be obtained from Education advisors, the Chair of the Selection and Retention Committee, and/or the Administrative Assistant for the Department. Committee members will evaluate the request, make recommendations for a solution, and notify those involved of their findings. The Committee will not grant exceptions to NCATE or NDE requirements.

Besides being monitored with respect to grades and fieldwork, the student will also periodically be evaluated on other criteria which bear on one's suitability to the field of education, including but not limited to, organizational skills, completion of assigned tasks, effort, motivation, professionalism, integrity, consideration for others, and interpersonal skills. In the event the student is found to be lacking in any one of these areas, he or she will be counseled by the instructor / advisor / program director on ways to improve in that area. If a student ranks low in one of these areas and does not improve, the Education Department reserves the right to dismiss from the program any student who does not meet acceptable department standards (see Educator Dispositions Concern Form). A student may also be dismissed from the Department, or may be prevented from moving from one level to another level within a program, for one serious violation of the standards described above. 10/2012

Department Appeals Procedure

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

GRADUATE DEGREE COMPLETION DEADLINE

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

STUDENT RESPONSIBILITY

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

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

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

POLICY ON ACADEMIC HONESTY

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

“Academic or academic-related misconduct” includes, but is not limited to, unauthorized collaboration or use of information during examinations, plagiarizing or representing another’s ideas as one’s own, furnishing false academic information to the University, falsely obtaining, distributing, using or receiving test materials, falsifying academic records; falsifying clinical reports or otherwise endangering the well-being of patients involved in the teaching process; misusing academic resources; defacing or tampering with library materials; obtaining or gaining unauthorized access to examinations or academic research material soliciting or offering unauthorized academic information or materials; improperly altering or inducing another to improperly alter any academic record; or engaging in any conduct which is intended or reasonably likely to confer upon one’s self or another an unfair advantage or unfair benefit respecting an academic matter.

GRADE APPEALS

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

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

ELEMENTARY EDUCATION PROGRAM OUTCOMES

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

1. **Learner Development**

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

2. **Learning Differences**

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

3. **Learning Environments**

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

4. **Content knowledge**

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

5. **Application of Content**

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

6. **Assessment**

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

7. **Planning for Instruction**

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

8. Instructional Strategies

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

9. Professional Learning and Ethical Practice

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

10. Leadership and Collaboration

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

11. Ignatian / Jesuit Charisms

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

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

12. Technology

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

Some Elementary Education Program materials may reflect these outcomes in more specific detail:

Professional Educator Preparation In The Jesuit Tradition

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

Ignatian Vision and Spirituality

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

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

Jesuit Educational Tradition

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

Education Department Charisms

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

Charisms are special gifts of the Holy Spirit, or God-given graces that characterize an individual or group and are used to contribute to the common good or build the Kingdom of God on earth. Conceptualized another way, charisms might be considered spiritually inspired core values and characteristics. The charisms that guide the formation of professional educators in the Department of Education at Creighton University spring from Ignatian spirituality and Jesuit educational tradition. Put simply, our charisms are derived from Ignatian and Jesuit charisms.

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

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

Cura Personalis:

Latin for “care of the person,” *cura personalis* refers to personal concern for the individual and “**education of the whole person.**” Believing that education takes place within the context of caring relationships, our students are encouraged to

develop an ethic of care that promotes personal interaction and respect for others. An educator who demonstrates *cura personalis* utilizes a variety of educational strategies and personal approaches to develop the whole student - body, mind, heart, and spirit. In the public or private school setting, our students embrace character education, while in the Catholic or other faith school setting our students actively participate in the faith formation of students.

Magis:

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

Men and Women for and with Others:

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

Contemplation in Action

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

Effective leaders in the Jesuit Tradition

Master of Education in Elementary Teaching DATA SHEET

NAME _____ NET ID _____

ENTRANCE DATA

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

PRE-ADMISSION DATA

Prerequisites:			
Communication Content (including literature, composition and speech)	6+		
Social Science Content	6+		
Math Content	6+		
Science Content	6+	30 TOTAL	
ART 104 (Smr/Fall)	3		
MUS 104 (Fall)	2		
EDU 131 (Spr) or EDU 587 (Spr)	3		
EDU 209 (Spr)	3		
Completed application to the Education Department:			
"Why I Want to Teach" statement			
"Experience with Children" statement or Resume			
Notarized <i>Professional Conduct</i> statement			
Recommendations (3)			
QPA (3.0 or higher)			
Praxis Core tests: Reading (156) _____ Math (150) _____ Writing (162) _____			
Date Admitted to Education Department: _____		Anticipated Completion of Program: _____	

REQUIRED COURSEWORK

	HOURS	SEMESTER	GRADE
EDU 500 Remedial Reading (Spr)	3		
EDU 503 Foundations of Education (Smr)	1		
EDU 510 Child and Adolescent Development (Smr)	3		
EDU 525 Inclusion of Students with Mild/Mod. Disabilities (F, Spr)	3		
EDU 535 Human Relations (Smr)	3		
EDU 565 Methods of Teaching Language Arts in Elem School	3		
EDU 566 Teaching of Reading (Fall)	3		
EDU 567 Methods of Teaching Social Studies in Elem School (Fall)	3		
EDU 568 Methods of Teaching Mathematics in Elem School (Spr)	3		
EDU 569 Methods of Teaching Science in Elem School (Spr)	3		
EDU 572 Action Research & Assessment for Teachers (Spr)	3		
EDU 583 Management Practices for Classroom Teachers (Fall, Smr)	3		
EDU 591 Student Teaching	3-14		
EDU 593 Student Teaching Seminar	1		
EDU 601 Instructional Technology for the Classroom (Smr)	3		
Praxis II EECIA Exam		Date:	Score:
Portfolio Complete			

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

Summer Session Level I

EDU 503	Foundations of Education
EDU 510	Child and Adolescent Development
EDU 601	Instructional Technology for the Classroom

Fall Session I Level II

EDU 525	Inclusion of Students with Mild/Moderate Disabilities
EDU 565	Methods of Teaching Language Arts in Elementary School
EDU 566	Teaching of Reading
EDU 567	Methods of Teaching Social Studies in Elementary School

Spring Session I

EDU 500	Remedial Reading
EDU 568	Methods of Teaching Mathematics in Elementary School
EDU 569	Methods of Teaching Science in Elementary Schools
EDU 572	Action Research and Assessment for Teachers

Praxis II EECIA Exam

Summer Session II

EDU 535	Human Relations
EDU 583	Management Practices for Elementary Classroom Teachers

Fall Session II Level III

EDU 591	Student Teaching
EDU 593	Student Teaching Seminar

Notes:

- *EDU 103, 210, or 300-level methods courses that are transferred will meet the requirements for the endorsement, but not for the Master's degree.*
- *Background check is required 60-90 days prior to the start of the first field experience and again prior to student teaching.*
- *All education courses and a minimum of 100 hours of field experiences must be completed prior to student teaching.*

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

Rev: 12/12/2016

COURSE DESCRIPTIONS

ART 104 – Elementary School Art

Principles underlying the visual arts as exemplified in various forms and media laboratory work to develop basic skills required in elementary school art activities. (Offered summer and fall semesters only.) P: EDU DC.

EDU 131 – Literature for Children

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

EDU 209 – Physical Education in the Elementary School

Organizational and instructional techniques for elementary school physical education activities. Specific emphasis on classroom movement activities to enhance learning as well as health and nutrition. Combination of lecture and laboratory sessions. P: EDU 103/170, 208, 210, and DC.

EDU 500 – Remedial Reading

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

EDU 503 – Foundations of Education

This course serves as an introduction to American education. Both lecture and laboratory-oriented, the course provides an approach to teacher education that includes an opportunity for students to acquire a basic understanding of the history and philosophy of education and to become involved in interacting and role playing in problem-solving situations. Emphasis on cultural diversity and human relations characterizes this course. P: Dept. and program approval. (Offered summer session only.) P: DC.

EDU 510 – Growth and Development of Children and Adolescents

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

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

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

EDU 565 – Methods of Teaching Language Arts in Elementary School

Emphasizes content and methods in teaching language arts in elementary and middle school. **Students complete a minimum of 32 hours of practicum in a school classroom** (EDU 565, 566). P: EDU 503, 510, DC; CO: EDU 566.

EDU 566 – Teaching Reading

Designed to assist in understanding the process of developmental reading and to acquaint the student with the newest as well as the traditional tools for teaching reading. **Students complete a minimum of 32 hours of practicum in a school classroom** (EDU 565, 566). P: EDU 503, 510, DC; CO: EDU 565.

EDU 567 – Methods of Teaching Social Studies in Elementary School

Emphasizes content and methods in teaching social studies in elementary and middle school. (Offered spring semester only.) P: EDU 503, 510; DC.

EDU 568 – Methods of Teaching Mathematics in Elementary School

Emphasizes content and methods in teaching mathematics in elementary and middle school. **Students complete a 25-hour practicum** (EDU 568, 569). P: EDU 503, 510; DC; CO: EDU 569.

EDU 569– Methods of Teaching Science in Elementary School

Emphasizes content and methods in teaching science in elementary and middle school. **Students complete 25-hour practicum** (EDU 568, 569). P: EDU 503, 510; DC; CO: EDU 568.

EDU 583 – Management Practices for Classroom Teachers

Creating and/or maintaining a positive learning environment through techniques of observation, description, measurement and evaluation for optimum student learning. P: or CO: EDU 503 or 565/566 or 568/569 or DC; Graduate Standing required or DC for summer offering.

EDU587- Methods of Teaching Religion in Elementary School

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

EDU 591 –Student Teaching

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

EDU 593 – Student Teaching Seminar

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

EDU 601 – Technology Instruction for the Classroom

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

EDU 572 – Educational Research

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

EDU 535 – Cultural Issues in Education

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

MUS 104 – Elementary School Music

Principles of theory, history, and appreciation of music essential to a basic understanding of elementary school music practices and procedures for classroom teachers. Spring P: EDU DC.

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

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

Rev: 02/2017

CAPSTONE INFORMATION

FIELD EXPERIENCES

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

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

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

STUDENT TEACHING

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

Student Teaching Location

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

Other Student Teaching Regulations

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

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

DEGREE COMPLETION AND CERTIFICATION

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

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

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

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

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

PLACEMENT SERVICES

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

APPENDICES

PROFESSIONAL DRESS AND MANNERS CODE FOR EDUCATIONAL SETTINGS

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

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

Guidelines for Females:

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

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

Guidelines for Males:

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

Suggestions:

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

General Guidelines:

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

PROFESSIONAL DEMEANOR

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

Respect—an act of giving particular attention¹

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

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

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

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

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

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

ACTIONS/CONSEQUENCES

As the form indicates, the person who completes the Concern Form discusses it with the student. The first deficiency form is a “heads up” to the candidate. The department chair and/or the chair of the Selection and Retention Committee are notified and the information is filed, but no action is taken.

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

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

REGULATIONS AND STANDARDS FOR PROFESSIONAL PRACTICES

TITLE 92, NEBRASKA ADMINISTRATIVE CODE, CHAPTER 27

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

004.02H Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.

004.02I Shall report to the Commissioner any known violation of Sections 004.02G, 004.04E, or 004.05B of this chapter.

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

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

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

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

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

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

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

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

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

004.03G Shall not discipline students using corporal punishment.

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

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

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

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

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

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

004.04E Shall not commit any act of moral turpitude or any felony under the laws of the United States or any state or territory, and shall not have a misdemeanor conviction involving abuse, neglect, or sexual misconduct as defined in Sections 003.12 through 003.14 of 92 NAC 21.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

EFFECTIVE: 11-12-03

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

PRINCIPLE I . . . Commitment to the Student

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

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

PRINCIPLE II . . . Commitment to the Public

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

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

PRINCIPLE III . . . Commitment to the Profession

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

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

PRINCIPLE IV. . . Commitment to Professional Employment Practices

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

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

IV. CODE OF ETHICS FOR THE CATHOLIC SCHOOL TEACHER

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

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

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

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

PRINCIPLE I . . . Commitment to the Student

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

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

PRINCIPLE II . . . Commitment to Parents

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

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

PRINCIPLE III. . . Commitment to the Community

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

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

PRINCIPLE IV. . . Commitment to the Profession

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

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

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

[Code of Ethics developed by the Department of Elementary Schools, National Catholic Educational Association, through the special efforts of Chairperson Ms. Ann Pizelo, Sr. Mary Theo O'Meara, B.V.M., Mrs. Mary Piotrowski, and Sr. Mary Peter Traviss, O.P.]
©1982 National Catholic Educational Association, Washington, D.C., Sixth Printing, 1995.