

COUNSELOR EDUCATION (COU)

M.S. in Counselor Education Director: Debra L. Ponec

GRADUATE STUDY IN COUNSELING

This program is organized on the assumption that an effective counselor must be a personally adequate person who has a cognitive understanding of humankind and counseling theory. In addition to intellectual understanding, the counselor must continually develop proficiencies and competence in specific skills germane to the helping relationship. It is important for the student beginning this program to understand that he or she is expected to further his or her maturity in all three areas — personal growth, cognitive understanding, and technical competence.

Programs are designed to meet the needs, on the Master's level, of those interested in various counseling roles and student personnel services. These programs are designed to develop the competencies demanded of an individual embarking on a career in one of these areas. Such individuals are usually employed by school systems, employment services, colleges, and community agencies. To be employed in a school system, a counselor must be certified by a State Department of Education. In many states, counselor certification demands a teaching certificate and teaching experience. It should also be noted that potential employers frequently impose additional requirements above those needed for certification, e.g., teaching experience within that system.

Program Goals

Using the Counselor-Researcher/Scientist model of training, the graduates will demonstrate:

1. Content and pedagogical knowledge required to counsel in educational and agency settings, including:
 - a. elements that make counseling a profession,
 - b. social and cultural contexts of relationships,
 - c. nature and needs of individuals at all developmental stages,
 - d. counseling and consultation process,
 - e. career development and related life factors,
 - f. group approaches to counseling,
 - g. individual and group approaches to assessment,
 - h. research and program evaluation,
 - i. ethics of professional counseling practice and commitment to that end,
 - j. organizational, political, and social structures that specialty area, and
 - k. self and others as spiritual beings
1. Jesuit charisms that impact practice;
2. Skills required to counsel in educational and agency settings; and
3. Dispositions favorable to working in educational and agency settings.

Faculty

Professors: Brock, Dickel, Houtz; Professor Emeritus: O'Connor;
 Associate Professors: Cook, Doyle, Ishii-Jordan, Ponec, Smith;
 Assistant Professors: Durow, Olson, Simonds;
 Instructors: Bartee, Davies.

Admission Requirements

- Completed application and application fee.
- Official transcripts from all colleges/universities attended
- Three letters of recommendation
- 3.00 GPA (minimum undergraduate)
- Official scores on the Graduate Record Examination (GRE)

- One-page resume
- Writing sample: Personal statement on "Why I want to be a counselor"
- Notarized Convictions Statement and Mental Health capacity forms.
- TOEFL scores for students from countries in which English is not the native language.

Internship commences with the student completing all coursework and culminates with the student practicing in real-world counseling settings. A student may not enroll in internship until the core requirements including a practicum have been completed. The student who does not plan his or her course work to accomplish this will need to return during another semester or summer session to complete the degree requirements. Occasionally, a student may have completed a core course on another campus before transferring to Creighton. Even though the credit is accepted in the transfer, the competencies assigned to that course must be demonstrated prior to being permitted to enroll in internship. The internship requires 600 clock-hours on site at a school or agency during normal business hours with a minimum of 240 clock-hours identified as direct, face-to-face service. It is expected that the internship will extend over a two-semester period. The course requirements demand two or more semesters for students who cannot gain released time from their present employment.

The internship is taken only after all core courses are completed satisfactorily. The internship cannot be completed before the final semester of attendance unless the student can present sufficient cause for modification.

For each area of specialization, elective hours will be necessary to achieve the 42 hours required for degree completion. Students should consult with the director of the counselor education program for recommendations of acceptable electives.

Master of Science (M.S.) with a Major in Counseling

NOTE: The Graduate Program in Counseling is in a major revision process. This revision will hopefully lead to application for accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Current program information may be obtained from the Director of the Counseling Program.

Master of Science (M.S.) with a Major in Counseling (42 credits)

All degree candidates are required to take the following and choose one of the following tracks:

COU 540	Professional Orientation and Ethics in Counseling	3 credits
COU 542	Seminar in Counseling	1 credit
COU 544	Life Span Development	3 credits
COU 610	Counseling Theories and Methods	3 credits
COU 612	Practicum in Counseling	3 credits
COU 615	Educational Research	3 credits
COU 619	Counseling Diverse Populations	3 credits
COU 620	Methods in Group Counseling	3 credits
COU 630	Appraisal in Counseling	3 credits
COU 640	Career Counseling and Programming	3 credits

College Student Affairs Track:

COU 611	Theory and Assessment in College Student Affairs	3 credits
COU 650	Foundations and Functions of College Student Affairs	3 credits
COU 680	Advanced Seminar in Counseling I	1 credit
COU 681	Advanced Seminar in Counseling II	1 credit
COU 690	Internship in College Student Affairs I	3 credits
COU 691	Internship in College Student Affairs II	3 credits

Elementary School Guidance Counselors Track:

COU 642	Counseling in the Elementary School	3 credits
COU 680	Advanced Seminar in Counseling I	1 credit
COU 681	Advanced Seminar in Counseling II	1 credit
COU 682	Internship in Elementary School Counseling	3 credits
COU 683	Advanced Internship in Elementary-School Counseling	3 credits
	Three additional credits of Counseling electives.	3 credits

Secondary School Guidance Counselors Track:

COU 646	Counseling in the Secondary School	3 credits
COU 680	Advanced Seminar in Counseling I	1 credit
COU 681	Advanced Seminar in Counseling II	1 credit
COU 684	Internship in Secondary-School Counseling	3 credits
COU 685	Advanced Internship in Secondary School Counseling	3 credits
Three additional credits of Counseling electives.		3 credits

College Counseling and Student Development Track:

COU 650	Foundations and Functions of College Student Affairs	3 credits
COU 680	Advanced Seminar in Counseling I	1 credit
COU 681	Advanced Seminar in Counseling II	1 credit
COU 688	Internship in College Student Personnel Services	3 credits
COU 689	Adv. Internship in College Student Personnel Services	3 credits
Three additional credits of Counseling electives.		3 credits

Community Counselor Track:

COU 652	Community Mental Health	3 credits
COU 680	Advanced Seminar in Counseling I	1 credit
COU 681	Advanced Seminar in Counseling II	1 credit
COU 686	Internship in General Counseling	3 credits
COU 687	Advanced Internship in General Counseling	3 credits
Three additional credits of Counseling electives.		3 credits

If one desires to be **certified** to function as a counselor in an elementary or a secondary school, entrance into the program requires 24 semester hours of Education and a teaching certificate. The undergraduate program must include at least two of these courses: general psychology, educational psychology, tests and measurements, child psychology, human growth and development. School counselors must have two years of successive full time teaching experience to add a counseling endorsement.

If one does not wish to be certified as a counselor in an elementary or a secondary school and intends to seek employment elsewhere, entrance into the program requires **24** semester hours in the behavioral sciences. Of this number, **12** must be upper-division. It is assumed also that general psychology will have been taken as a prerequisite to the upper-division work. An evaluation of one's undergraduate program will be made to determine how adequate it is for entrance into this program. It must be understood that the completion of this type of program **will not** qualify one to be a counselor in an elementary or secondary school.

The programs are competence based so that a candidate must demonstrate competency in a number of skills in each course in the counseling core before receiving a satisfactory grade.

- COU 540 Professional Orientation and Ethics in Counseling (3) I** (Same as PSY 540)
A survey of the counseling process including the role of the counselor, characteristics of clients, helping and referral skills, and theories of counseling. The Code of Ethics supporting the profession is introduced. **P: Sr. stdg.**
- COU 542 Seminar in Counseling (1) I**
Self assessment of skills appropriate to counseling by means of psychometric assessment and participation in a personal growth group. **P: IC. CO: COU 540.**
- COU 544 Life Span Development (3) I**
Focuses on a broad overview of physical, special, and psychological aspects of human development from conception to old age. **P: Jr. stdg.**
- COU 573 Treatment Modalities in Marriage and Family Therapy (3) OD**
The primary family systems modalities in marriage and family therapy are presented both in theory and in case study analysis. The presenting problem, history of the problem, family history, identification of dysfunctional dynamics, goals, plan of treatment, and outcome/evaluation are emphasized in each modality. **P: IC.**

- COU 575 Introduction to Peer Education in Student Development Programming (3) OD**
Introductory course in the conceptualization, development, and practical application of innovative outreach programming in student service settings. Emphasis on presentation development in such areas as interpersonal relationships, health and wellness issues, stress management, alcohol and drugs, career planning, and leadership development. **P: Jr. stdg.**
- COU 580 Theory and Treatment of Addictive Disorders (3) OD**
Presentation of substance abuse theory, various treatment approaches, and intervention strategies which are currently in use in chemical dependency treatment and prevention programs. Students will have the opportunity to explore several theoretical approaches, incorporate these approaches into their own on-going developmental body of knowledge, and develop an integration plan to utilize their own personal theory of counseling in a program of treatment for chemical dependency. **P: Jr. stdg.**
- COU 582 Family Dynamics of Addictive Disorders (3) OD**
Designed to provide students with an understanding of various ways in which the family is affected by the addiction of one or more of its members. Students will have the opportunity to explore several theoretical approaches to family work, become aware of current research in the area, gain an understanding of current intervention strategies used with the family, and explore the variety of ways in which the family is involved in the rehabilitation process. **P: Jr. stdg.**
- COU 583 Case Planning And Clinical Treatment In Chemical Dependency (3) OD**
Designed to provide students with an understanding of the need to serve those who live with substance abuse/dependence or related disorder. This course provides comprehensive problem definitions, treatment goals, objectives, interventions, and DSM IV TR diagnosis for 29 substance abuse related disorders. **P: DC.**
- COU 584 Stress and Crisis Management (3) OD**
An understanding of the nature and causes of personal stress and crisis situations, methods of intervention and management. Emphasis on practical application through simulation and practicum situations from both a personal and professional perspective. **P: COU 540.**
- COU 586 Drug Use and Human Behavior (3) OD**
Examination of the effects of drug use on society and the effects of society on drug and alcohol use with emphasis on substance abuse and addiction. Discussion of the history of legal restrictions on the possession and sale of drugs in the United States. The pharmacology of commonly abused drugs will be described in terms that can be understood by those who are not in the health professions. **P: Jr. stdg.**
- COU 590 Counseling Significant Losses (3) I (Same as PSY 590)**
An investigation of the counseling process as applied to life events that occur in the area of significant loss. An investigation of the role of the counselor, characteristics of clients, helping and referral skills, and theories of counseling as applied to significant loss events. **P: Sr. stdg.**
- COU 610 Counseling Theories and Methods (3) I**
Course presents theories of counseling, processes associated with each theory, and the goals which each theory attempts to reach. **P: COU 540, 542, 544, and 615.**
- COU 611 Theory and Assessment in College Student Affairs (3)**
This course examines "Student Development Theory" in the College Student Affairs domain as its foundational theory of practice. The assessment of student and program development as well as effective organizational behavior and leadership will also be examined. Students will employ current evidence-based practice in their evaluation of theory and assessment. **P: COU 540, 542, 544, and 615.**
- COU 612 Practicum in Counseling (3) II**
Course designed to enhance the development of counseling skills and practices. Students will use laboratory facilities to learn and practice counseling behaviors with students and peers. **P or CO: COU 610.**

- COU 614 Selected Approaches to Individual Counseling (1-3) OD**
Focus on a selected theory or approach to individual counseling of the instructor's choosing; a short, concentrated learning experience emphasizing acquisition of skills in implementing the chosen approach.
- COU 615 Education Research (3) I, II (Same as EDU 615)**
The introduction to the foundational terms, principles, and concepts of Educational Research are covered. Students will develop a small-scale research proposal.
- COU 619 Counseling Diverse Populations (3) S**
This course will help counselors-in-training as well as practicing counselors to (1) become aware of personal biases in counseling, (2) deal with the "isms" apparent in modern society from a counseling viewpoint, (3) understand economic and cultural conditioning and its impact on both counselor and client problem-solving, (4) manage personal disclosure with clients of diverse populations, and (5) develop a coherent and appropriate response to legal and ethical issues presented by members of diverse populations. **P: COU 540.**
- COU 620 Methods in Group Counseling (3) II**
Principles and dynamics of group processes and interaction as related to counseling classes, role playing, and personal development in counseling. **P: COU 610; P or CO: COU 612.**
- COU 621 Practicum in Group Counseling (3) OD**
Course designed to enhance the development of group counseling skills and practices. Students will learn and practice the leadership behaviors involved in group counseling with student peers. **P: COU 620.**
- COU 622 Selected Approaches to Group Counseling (1-3) OD**
Focus on a selected theory or approach to group counseling of the instructor's choosing; a short, concentrated learning experience emphasizing acquisition of skills in implementing the chosen approach.
- COU 630 Appraisal in Counseling (3) I**
Consideration of psychometric theory and its implication for counselor usage of tests. Developing skills in test selection, administration, and interpretation. **P: EDU 615.**
- COU 635 Diagnosis in Counseling (3) S**
This course examines the essential components of assessment and clinical decision-making leading to development of an accurate diagnostic impression. The student learns the history, the components, and the use of the Diagnostic and Statistical Manual of Mental Disorders and the International Classification of Diseases (DSM/ICD). **P: COU 540, 542, 544 and 615.**
- COU 640 Career Counseling and Programming (3) II**
Theories of vocational development; types, sources, and use of occupational and educational information in career counseling and decision making. **P: COU 540, 542, 544, and 615.**
- COU 642 Counseling in the Elementary School (3) S**
An orientation to counseling at the elementary school level through the study of current principles and practices of elementary school counseling.
- COU 644 Counseling in the Middle School (3) OD**
An orientation to counseling at the middle school level through the study of current principles and practices of middle school counseling.
- COU 646 Counseling in the Secondary School (3) S**
An orientation to counseling at the secondary school level through the study of current principles and practices of secondary school counseling.
- COU 648 Organization and Administration of Counseling Services (3) OD**
Practices and problems in organizing, administering, supervising, and evaluating pupil personnel programs at various educational levels.

- COU 650 Foundations and Functions of College Student Affairs (3) OD**
This course offers an introductory examination of the history and philosophy of college student affairs. The contextual dimensions, knowledge and skills, and assessment/evaluation appropriate to the college student affairs settings will be introduced.
- COU 652 Community Mental Health (3) S**
Presentation of the development, practice, and role of community mental health. Emphasis on developing an understanding of mental health and social policy as well as on acquiring skills in preventive intervention, mental health consultation, crisis intervention, and assessment of community structure and needs. **P: COU 540, 542, 544, and 615.**
- COU 654 Preventive Mental Health (3) OD**
An overview of the concept of mental health with particular emphasis on developing strategies to enhance coping skills, self-esteem, and support systems, and to decrease organic factors, stress, and exploitation.
- COU 656 Consultation in Counseling (3) OD**
This course examines the triadic relationship of consultation. Students will examine multiple consultation models, and develop a consultation project with a professional from another discipline.
- COU 658 Selected Approaches to Family Counseling (1-3) OD**
Focus on a selected theory or approach to family counseling of the instructor's choosing; a short, concentrated learning experience emphasizing acquisition of skills in implementing the chosen approach.
- COU 670 Selected Topics in Counseling (1-3) S**
Theoretical and applied aspects of counseling as selected by the designated instructor.
- COU 680 Advanced Seminar in Counseling (1) I**
Further practice in counseling skills, development of a tentative, personal theory of counseling, and discussion of professional issues in counseling. **P: Completion of all core course work.**
- COU 681 Advanced Seminar in Counseling II (3) II**
Further practice in counseling skills, development of a tentative personal theory of counseling, and professional development issues in counseling. **P: Completion of all core course work.**
- COU 682 Internship in Elementary School Counseling (3) I, II**
Supervised, on-site experience in counseling with elementary-school clients. Experience in the full range of counselor duties and responsibilities in an elementary-school setting. This course is repeatable. **P: All core requirements and IC.**
- COU 683 Advanced Internship in Elementary School Counseling (3) I, II**
A second, supervised, on-site experience in counseling with elementary school clients. Experience in the full range of counselor duties and responsibilities in an elementary school setting. This course is repeatable. **P: All core requirements and IC.**
- COU 684 Internship in Secondary School Counseling (3) I, II**
Supervised, on-site experience in counseling with secondary-school clients. Experience in the full range of counselor duties and responsibilities in a secondary-school setting. This course is repeatable. **P: All core requirements and IC.**

- COU 685 Advanced Internship in Secondary School Counseling (3) I, II**
A second, supervised, on-site experience in counseling with secondary-school clients. Experience in the full range of counselor duties and responsibilities in a secondary-school setting. This course is repeatable. **P: All core requirements and IC.**
- COU 686 Internship in General Counseling (3) I, II**
Supervised, on-site experience in counseling with general agency/community clients. Experience in the full range of counselor duties and responsibilities in a community agency setting. This course is repeatable. **P: All core requirements and IC.**
- COU 687 Advanced Internship in General Counseling (3) I, II**
A second, supervised, on-site experience in counseling with general agency/community clients. Experience in the full range of counselor duties and responsibilities in a community agency setting. This course is repeatable. **P: All core requirements and IC.**
- COU 688 Internship in College Student Personnel Services (3) I, II**
Supervised, on-site experience in counseling with college clients. Experience in the full range of counselor duties and responsibilities in a college setting. This course is repeatable. **P: All core requirements and IC.**
- COU 689 Advanced Internship in College Student Personnel Services (3) I, II**
A second, supervised, on-site experience in counseling with college clients. Experience in the full range of counselor duties and responsibilities in a college setting. This course is repeatable. **P: All core requirements and IC.**
- COU 690 Internship in College Student Affairs I (3) I**
Supervised, on-site experience in counseling, program development, and implementation for clients and the student body at-large. Experience in the full range of counselor and Student Affairs duties, responsibilities, and activities in their internal college setting. This course is repeatable. **P: All core requirements and IC.**
- COU 691 Advanced Internship in College Student Affairs II (3) I, II**
A second, supervised, off-site experience in counseling, program development, and implementation for clients and the student body at-large. Experience in the full range of counselor and Student Affairs duties, responsibilities, and activities in their external college setting. This course is repeatable. **P: All core requirements and IC.**
- COU 793 Directed Independent Readings (Credit by Arrangement) I, II**
Intensive reading in an area as approved by the department. **P: DC.**
- COU 795 Directed Independent Study (Credit by Arrangement) I, II**
Independent research on a topic designed by the student with the approval of an advisor from the department. **P: DC.**
- COU 797 Directed Independent Research (Credit by Arrangement) I, II**
Intensive research in an area as approved by the department. This course is repeatable. **P: DC.**
- COU 799 Master's Thesis (1-3) I, II**
Research in connection with the preparation of the Master's thesis. Students must register for this course in any term when engaged in formal preparation of the Master's thesis; however, six credit hours are the maximum applicable toward the degree.

EDUCATION (EDU)

M.S., Educational Leadership Program Coordinator: Barbara Brock

Magis Catholic Teacher Corps Program Director: Molly Davies

M.S., Special Populations in Education Program Coordinator: Sharon Ishii-Jordan

M.Ed, Secondary Program Director: Fr. Tom Simonds, S.J.

M.Ed, Elementary Program Director: Lynn Olson

Program Office: Hitchcock Communication Arts Building, Room 106

GRADUATE STUDY IN EDUCATION

Six master's degree programs are offered by the Department of Education. All applicants must meet the requirements of the Graduate School. Specific program requirements and outcomes are described below.

Faculty

Professors: Brock, Dickel, Houtz; Professor Emeritus: O'Connor;

Associate Professors: Cook, Doyle, Ishii-Jordan, Ponec, Smith;

Assistant Professors: Durow, Olson, Simonds;

Instructors: Bartee, Davies.

Master of Education (M.Ed.) in Secondary Teaching

These programs are designed for college graduates (with certain undergraduate degrees) who are interested in earning their Nebraska teaching certificate with a master's degree. These programs are accredited/approved by state, regional, and national accrediting agencies, including the National Council for Accreditation of Teacher Education (NCATE), the Nebraska Department of Education, and the Department of Education at Creighton University. Secondary (7-12) teaching endorsements are offered in the following areas: Biology, Chemistry, English, French, German, History, Journalism, Latin, Physics, Religious Education (P-12), and Spanish. The department also offers field endorsements in the following areas: Art (P-12), Language Arts, Mathematics, Natural Science, and Social Science. Creighton offers these supplemental endorsements: English as a Second Language (P-12) and Mild/Moderate Disabilities (7-12).

Program Goals for M.Ed. Secondary School Teaching

Graduates will:

1. Understand human development and appreciate diverse learners.
2. Plan and use a variety of instructional strategies to accommodate diverse learners and help all students succeed and fulfill their potential.
3. Plan and use a variety of assessment strategies to diagnose learner needs and evaluate learning outcomes.
4. Collaborate with colleagues, parents, and community members to assist learners and to advance the school's mission.
5. Value and exhibit the Ignatian / Jesuit charisms of cura personalis (personal care), magis (excellence), men and women for and with others (service and justice), and contemplation in action (reflective ethical decision making).
6. Learn how to communicate effectively and demonstrate the ability to communicate effectively in diverse school settings.
7. Develop the ability to think critically and apply critical thinking skills in an action research project that culminates in a poster presentation.

M.Ed. Secondary School Teaching Degree Requirements

There are two ways that this Master's degree can be pursued.

- *Accelerated M.Ed. in Secondary Teaching Program.* This 38-hour option is for students seeking to receive a standard master's degree and/or teaching certificate. Courses are offered at a 50% tuition discount. Courses required are: EDU 503, 510, 525, 548, 551, 552, 583, 591, 593, 615, 692; plus one of the following: EDU 576, 577, 578, 579; plus 2 electives.

- *Magis Catholic Teacher Corps Program.* This 39-hour option seeks to develop a core of highly motivated teachers to serve in underserved Catholic Schools. Each year a new cohort is admitted into the program. Upon acceptance, Magis teachers will make a commitment for two years to live in community and pursue professional and spiritual development while serving as full-time teachers in selected Catholic schools. This program is offered at no tuition cost to the participants. Courses required are: EDU 503, 510, 520, 525, 548, 551, 552, 583, 615, 680, 681, 686, 687, 688, 689, 692; plus one of the following: EDU 576, 577, 578, 579.

Master of Education (M.Ed.) in Elementary Teaching

This program is designed for a person with a bachelor's degree who is interested in earning an initial Nebraska teaching certificate to teach at the elementary level. This program is accredited/approved by state, regional and national accrediting agencies, including the National Council for Accreditation of Teacher Education (NCATE), the Nebraska Department of Education, and the Department of Education at Creighton University. The endorsement certifies recipients to teach grades P-6 in public schools, grades P-8 in parochial schools. Following appropriate undergraduate prerequisites, this program includes state-required courses shared with the undergraduate teacher-preparation program, graduate-only professional coursework, and a student teaching semester.

Program Goals for M.Ed. Elementary School Teaching

Graduates will:

1. Understand human development and appreciate diverse learners.
2. Plan and use a variety of instructional strategies to accommodate diverse learners and help all students succeed and fulfill their potential.
3. Plan and use a variety of assessment strategies to diagnose learner needs and evaluate learning outcomes.
4. Collaborate with colleagues, parents, and community members to assist learners and to advance the school's mission.
5. Value and exhibit the Ignatian / Jesuit charisms of *cura personalis* (personal care), *magis* (excellence), men and women for and with others (service and justice), and contemplation in action (reflective ethical decision making).
6. Learn how to communicate effectively and demonstrate the ability to communicate effectively in diverse school settings.
7. Develop the ability to think critically and apply critical thinking skills in an action research project that culminates in a poster presentation.

M.Ed. Elementary School Teaching Prerequisites

A bachelor's degree with at least six semester hours in each of these content areas for a minimum of 30 credit hours:

- Communication , including literature, composition and speech
- Mathematics
- Science
- Social Science
- ART 104, MUS 104, EDU 131, EDU 209

M.Ed. Elementary School Teaching Degree Requirements

This is a 43-hour program. Courses are offered at a 50 percent tuition discount. Courses required are: EDU 503, 510, 552, 565, 566, 567, 525, 568, 569, 500, 615, 583, 692, 591, 593.

Master of Science (M.S.) with a Major in Educational Leadership

The master's degree in educational leadership prepares individuals to play a leadership role in schools. Students may choose either the school administration program or the teacher leadership program in pursuit of the educational leadership degree.

Program Goals for Graduate Educational Leadership Programs

Graduates will become school leaders whose educational values are based on the Ignatian and Education Department charisms of *cura personalis*, *magis*, men and women for and with others, and contemplation in action.

Graduates will become educational leaders who promote the success of all students by enabling a collaborative vision of student success, by sustaining a positive school culture, by effectively managing the school, by responding to diverse community and political interests in the community, and by acting with integrity and fairness.

Graduates will be able to propose, conduct, and defend research in the area of school leadership, then communicate knowledge gained to specialized and non-specialized persons alike orally and in writing.

Specialization in Elementary School Administration

This 39-hour program is designed for the individual who desires to prepare for the position of elementary school principal. The program consists of required courses designed to provide both theoretical and practical knowledge of elementary school administration. The need to acquire decision-making skills is stressed in components of courses designed to improve leadership capabilities.

As a prerequisite for admission to this program, one must possess a teaching certificate; verify two years experience as a successful teacher; and have acceptable scores on the Pre-Professional Skills Test (PPST), or have three or more years of teaching or administration in the same school system (as defined by LB 314).

The following courses constitute the required courses of the program: EDU 600, 609, 610, 615, 617, 620, 622, 624, 625, 628, and 692 as well as COU 642.

A portfolio will be used as the culminating assessment for students in the elementary school administration program. This is to be presented to the School Administration faculty in the final six hours of the 39-hour master's degree program. One elective course is required.

Anyone with a master's degree from another institution must also complete a minimum of 39 graduate semester hours in Education at Creighton to qualify for a recommendation for an administrative certificate. Up to 12 hours from a previous graduate degree may transfer.

Specialization in Secondary School Administration

This 39-hour program is designed for the individual who desires to prepare for the position of secondary school principal. The program consists of required courses that are designed to provide both theoretical and practical knowledge of secondary school administration. The need to acquire decision-making skills is recognized in various components of the required courses. The program is comprehensive and includes the study of several areas of knowledge — both direct and auxiliary — that are essential when considering the responsibility of the administrative position.

As a prerequisite for admission to this program, one must possess a teaching certificate; verify two years experience as a successful teacher; and have acceptable scores on the Pre-Professional Skills Test (PPST), or have three or more years of teaching or administration in the same school system (as defined by LB 314).

The following courses constitute the required courses of the program: EDU 600, 609, 610, 615, 617, 620, 622, 624, 625, 630, and 692 as well as COU 646. One elective course is required.

A portfolio will be used as the culminating assessment for students in the secondary school administration program. This is to be presented to the School Administration faculty in the final six hours of the 39-hour master's degree program.

Anyone with a master's degree from another institution must also complete a minimum of 39 graduate semester hours in Education at Creighton to qualify for a recommendation for an administrative certificate. Up to 12 hours from a previous graduate degree may transfer.

Specialization in Teacher Leadership

This 36-hour program is designed for teachers who want to assume leadership roles in their school but are not necessarily interested in becoming school administrators. Students take 21 hours of core courses that are also part of the core curriculum for the school administration program. The core courses for the teacher leadership program are EDU 600, 609, 615, 617, 620, 622, and 692. In addition to core courses, students choose 15 hours of electives to complete the program. An array of electives will allow students to explore a wide variety of topics such as Catholic education or focus on one aspect of education such as special education or English as a second language with an eye toward state certification in that focus area. Each student will create an electronic portfolio to serve as the culminating summative assessment of student achievement for the teacher leadership program.

Master of Science (M.S.) with a Major in Special Populations in Education

This 40-hour program is designed for the individual who would like more knowledge about and expertise in working with the special populations of students in today's schools. This program contains three sections of courses that provide knowledge and skills in a) working with students with special education needs, b) working with students with English language learning needs, and c) understanding the issues, needs, and background that impact diverse students and communities. In addition, the student must take an educational research course. This master's degree program is a "build-your-own-expertise" designed to meet the needs of the individual. As part of the degree, the student must choose to complete all the coursework in Mild/Moderate Disabilities (25 credit hours) or English as a Second Language (ESL, 15 hours), which will provide eligibility for a supplemental teaching endorsement in the chosen area.

As a pre-requisite for admission to this program, one must possess a teaching certificate and complete the application process for both the Special Populations in Education program and the Graduate School. This program of study cannot be planned without consent of the program director.

Program Goals for M.S. in Special Populations in Education Program

Graduates will:

1. Demonstrate the ability to use research-based practices in teaching diverse populations of P-12 students effectively.
2. Demonstrate through reflective discussions and written papers the curricular, policy, and social issues impacting diverse populations of P-12 students.
3. Complete the required coursework for a supplemental teaching endorsement in either mild/moderate disabilities or English as a second language (ESL).

Degree Requirements for M.S. in Special Populations in Education Program

The course of study includes:

- a. a minimum of three courses from among EDU 501, 515, 526, 527, 528, 529, 530 (to be taken only if all other courses in this section are taken, and 540 (to be taken only if all other courses in this section are taken);
- b. a minimum of three courses from among EDU 541, 542, 544, 645, and 543 (to be taken only if all other courses in this section have been completed);
- c. a maximum of 13 credit hours from among: EDU 500, 525, 548, 586, 610, 632, 633, 692; COU 540, 642, 646; INR 583, SWK 571; and MLS 625, 651, 666, 671. Other courses may also be included in this section with permission of the program director.
- d. EDU 615 (required)

A maximum of 6 credit hours may be transferred from another graduate program if they apply to one of the sections, with the permission of the director.

An electronic portfolio will be used as the culminating assessment for students in this program.

This is to be presented to a committee of faculty involved with this program in the final six credit hours of the 40-hour master's degree program.

Graduate Certificates in Education

Graduate Certificate in Elementary School Administration

This 39-hour program is designed for the individual who desires to prepare for the position of elementary school principal. The program consists of required courses designed to provide both theoretical and practical knowledge of elementary school administration. The need to acquire decision-making skills is stressed in components of courses designed to improve leadership capabilities.

As a prerequisite for admission to this program, one must possess a teaching certificate; verify two years experience as a successful teacher; and have acceptable scores on the Pre-Professional Skills Test (PPST), or have three or more years of teaching or administration in the same school system (as defined by LB 314).

The following courses constitute the required courses of the program. EDU 600, 609, 610, 615, 617, 620, 622, 624, 625, 628, and 692 as well as COU 642.

Anyone with a master's degree from another institution must also complete a minimum of 39 graduate semester hours in Education at Creighton to qualify for a recommendation for an administrative certificate. Up to 12 hours from a previous graduate degree may transfer.

Graduate Certificate in Secondary School Administration

This 39-hour program is designed for the individual who desires to prepare for the position of secondary school principal. The program consists of required courses that are designed to provide both theoretical and practical knowledge of secondary school administration. The need to acquire decision-making skills is recognized in various components of the required courses. The program is comprehensive and includes the study of several areas of knowledge — both direct and auxiliary — that are essential when considering the responsibility of the administrative position.

As a prerequisite for admission to this program, one must possess a teaching certificate; verify two years experience as a successful teacher; and have acceptable scores on the Pre-Professional Skills Test (PPST), or have three or more years of teaching or administration in the same school system (as defined by LB 314).

The following courses constitute the required courses of the program: EDU 600, 609, 610, 615, 617, 620, 622, 624, 625, 630, 692 and COU 646. One elective course is required.

Anyone with a master's degree from another institution must also complete a minimum of 39 graduate semester hours in Education at Creighton to qualify for a recommendation for an administrative certificate. Up to 12 hours from a previous graduate degree may transfer.

Graduate Certificate in Catholic School Leadership

The Catholic School Leadership (CSL) Certificate is a 12-credit graduate program for current and aspiring Catholic school leaders. The Creighton University Education Department and the Archdiocese of Omaha Catholic Schools Office partnered to create a framework of attributes and capabilities that are specific and necessary for effective leadership in contemporary Catholic schools. The CSL certificate is designed to actualize this framework.

Required Courses:

EDU 520	Foundations of Catholic Education	3 credits
EDU 602	Fundamentals of Catholicism for Educators	3 credits
EDU 603	Leadership in Catholic Schools: Educational, Spiritual, and Managerial Domainss	3 credit
Three additional credits of EDU in consultation with Program Director.		3 credits

Graduate Endorsements in Education

Graduate Endorsement in Mild/Moderate Disabilities

The Education Department offers a 25-credit supplemental teaching endorsement in Mild/Moderate Disabilities for either the K-6 or 7-12 level. This program requires that a student have a teaching certificate, and complete the application process for the Mild/Moderate Disabilities endorsement and the "Special Student" application for the Graduate School. The following courses are required: EDU 500, 501, 515, 526, 527, 528, 529, and 530 or 540.

Graduate Endorsement in English as a Second Language

The Education Department offers a 15-credit supplemental teaching endorsement in English as a Second Language. This program requires that a student have a teaching certificate, evidence of competency in a foreign language equivalent to two semesters of post-secondary foreign language work or two years of high school foreign language, and will take the following courses: EDU 541, 542, 543, 544 and 645.

- EDU 500 Remedial Reading (3) I, II**
Focus of the course is on meeting the variety of individual educational needs that confront a teacher of reading. Techniques, methods, materials, and organizational systems that can be used within the framework of daily instruction. **P: EDU 311.**
- EDU 501 Psychology of Exceptional Children (3) I, PS**
A multidisciplinary and life span approach to the study of persons with differences.
- EDU 503 Foundations of Education (3) S**
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.**
- EDU 505 Methods and Strategies for Working With Families and Support Personnel for Exceptional Children and Youth (3) OD (Same as SWK 505)**
Course designed to address the needs of families of exceptional children and youth and train the support personnel who work with exceptional children. **P: EDU 501; Jr. stdg.**
- EDU 507 Psychology of Learning (3) S**
This course deals with the application of psychological principles that promote the learning of individuals and groups. Emphasis is placed on motivation, theories of learning, transfer of training, and the development and measurement of intelligence. Methods of improving achievement and measurement of knowledge are addressed. **P: Dept. and program approval.**
- EDU 510 Growth and Development of Children and Adolescents (3) S**
An overview of maturation in childhood and adolescence focusing on individual differences and similarities in biological, social, cognitive, and affective development from the perspectives 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.**
- EDU 515 An Introduction to Special Education: Field Experience (3)**
An introductory course designed to provide knowledge of different disabilities, special education law, and procedures for referral, identification, and placement of students with disabilities. Aiding with special education students in schools is also required. **P: IC.**
- EDU 517 Mental Health Intervention Strategies for Children and Adolescents (3) OD**
A theoretical and applied analysis of emotional disorders in children and adolescents which focuses on the identification and assessment of psychiatric disorders and intervention strategies.
- EDU 520 Foundations of Catholic Education (3) S, OD**
This course focuses on the history and philosophy of Catholic schools. Students will study how Catholic schools have evolved over time as well as examine how their history might inform their future. Church documents will serve as the primary sources for student engagement of Catholic school mission and philosophy. Throughout the course students will apply theory to practice. **P: DC.**
- EDU 525 Procedures for Including Students with Mild/Moderate Disabilities in the Regular Classroom (3) I, II**
Course designed to acquaint the regular education teacher with the characteristics of students with mild or moderate disabilities. Discussion of diagnostic and remedial techniques for students with disabilities in the regular classroom. Students complete a practicum under supervision of a special education teacher. **P or CO: EDU 565/566 or 568/569 or 341 or 551**
- EDU 526 Multicategorical Methods for the Mildly Handicapped (3)**
Special methods and materials in teaching and testing the slow learner or students with mild disabilities in the elementary classroom; the curriculum, educational expectations, and organizational plans designed to meet the needs of the various levels from pre-school through pre-vocational are examined. **P: Jr. stdg.; EDU 515 or EDU 525.**

- EDU 527 Diagnostic and Prescriptive Teaching of the Mildly and Moderately Handicapped Child (3)**
Techniques for assessing the learning processes, style and knowledge of students with mild/moderate disabilities. Designed to teach the student how to formulate instructional plans and how to teach students with disabilities in a diagnostic and prescriptive manner. **P: Jr. stdg; EDU 515 or EDU 525.**
- EDU 528 Speech and Language Development of the Exceptional Child (3)**
Course focuses on teaching techniques for aiding the special child in the acquisition of communication skills. Normal speech and language development is contrasted with the language and speech of exceptional children. **P: EDU 515 or EDU 525, Jr. stdg.**
- EDU 529 Seminar in Consultation and Collaboration Strategies (3)**
Designed to teach skills and techniques in consultation, collaboration, and teaming with school professionals, parents, support services, and the community. **P: EDU 515 or EDU 525.**
- EDU 530 Elementary School Observation and Student Teaching the Mildly/Moderately Disabled (3-4)**
Practical experience in the observation and conduct of classroom teaching and related activities for the mildly/moderately handicapped. 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. The number of credit hours must be approved by the Director of Field Placement. **P: EDU 451, 452, or initial teaching certificate; Sr. stdg., and EDU 526, 527, 528, 529.**
- EDU 531 Current Trends in Teaching Mathematics K-8 (3) OD**
Designed to provide information for teachers K-8 on recent trends in the teaching of mathematics with emphasis on new standards by the National Council for Teachers of Mathematics.
- EDU 532 Sharing Christian Values: How to do it in the Classroom (3) OD**
The question often confronting teachers in Catholic elementary and secondary school is, "How can we become more effective in transmitting the values of the Gospel and our own school's philosophy?" Course designed to help teachers clarify their own understanding of faith and Christian values. Consideration given to the question of how teachers of so-called secular subjects can be instrumental in forming the values and faith of students.
- EDU 534 Learning Styles, Self Esteem and Movement (3) OD**
Course has three major components: learning styles theory and practice, movement activities which enhance brain integration, and the emotional and developmental needs of children as related to their self-esteem.
- EDU 535 Human Relations and Cultural Diversity (3) I, S**
Course designed to provide teacher educators with human relations skills and to foster insight into effective communication with diverse racial and/or cultural groups. This course meets the human relations requirement of the Nebraska Department of Education. **P: DC.**
- EDU 536 Human Relations - Attitudes and Skills (1)**
Course designed for Catholic School teachers to fulfill the objectives of the Nebraska State Certification requirement relative to Human Relations Training. It requires the development of understanding and knowledge of diversity of cultures, effective responses to dehumanizing biases, and instructional strategies to effect the same development in students. **P: current state certification as teacher or administrator.**
- EDU 537 A Nebraska History Experience for Teachers (3) OD**
Course designed to assist classroom teachers in understanding the historical and cultural development of Nebraska. Participants read specified literature dealing with this development. The readings deal with the sites to be visited during the field experience. These readings will be completed prior to the tour of Nebraska historical sites. **P: Sr. stdg.**
- EDU 538 Parks and Public Use Areas as Learning Sites (3) OD**
Designed to assure appropriate educational and recreational use of local and area outdoor environment facilities by classroom teachers and their students (P-12). Basic understanding of the concepts involved in maximizing the effectiveness of outdoor facilities. Extra fee required. **P: IC.**

- EDU 539 Nebraska Science Tour for Teachers (3) OD**
Designed to expose teachers to and assist them in understanding natural sciences in the state of Nebraska. Includes energy, weather, geology, and biology. Readings in specific literature and text material to be completed before and during the tour. Field experience includes a 1,700-mile group tour of the state of Nebraska with participation in instructional programs at predesignated sites including such places as electrical power stations, fish hatcheries, the Niobrara River, the Sandhills, Toadstool Park, and Scottsbluff National Monument.
- EDU 540 Secondary School Observation and Student Teaching The Mildly/Moderately Disabled (3-4)**
Practical experience in the observation and conduct of classroom teaching and related activities for students with mild/moderate disabilities. This experience is obtained under the immediate supervision of a fully experienced cooperating teacher and University supervisor; scheduled conferences with both are required. Application to the Director of Field Experiences for all student teaching must be made before Feb. 1 for the fall semester and October 1 for the spring semester. The number of credit hours must be approved by the Director of Field Placement. **P: EDU 591, 592, 593, Sr. stdg. or initial teaching certificate, and EDU 526, 527, 528, 529.**
- EDU 541 Curriculum Design for English as a Second Language (3) I**
This course is designed to provide students with the knowledge and skills necessary for understanding and designing curricular models for P-12 students who are acquiring English as their new language. Students will learn theories of second language acquisition, English as a Second Language (ESL) legislation and issues, models of curriculum design, and language assessment. **P: Dept. approval.**
- EDU 542 Methods in English Language Learning (3) II**
This course is designed to provide students with the knowledge and skills necessary for using appropriate strategies and techniques with P-12 students who are acquiring English as their new language. Students will learn theories of second language acquisition, conduct language assessments, plan and implement lessons using bilingual/bicultural materials, and understand how to work with culturally/linguistically diverse families and interpreters. Students must complete 15 hours of field experience in approved sites that include both elementary and secondary levels. **P: Dept. approval.**
- EDU 543 Practicum in English Language Learning (3) I, II**
This course is the capstone for the teaching endorsement "English as a Second Language." Students will work in a P-12 school setting with students whose native language is not English. This course meets the certification requirements of the Nebraska Department of Education for a supplemental endorsement. **P: Dept. approval. P: or Co: EDU 541, 542, 544, and 645.**
- EDU 544 Framework of World Languages and Cultures (3) OD, S**
Students will examine and compare cultural and language frameworks from world regions in order to understand the cultural and/or language dissonance experienced by limited or non-English speaking individuals in the United States. **P: DC.**
- EDU 548 Teaching Reading in Content Areas in Middle and Secondary Schools (3) I, S**
Course designed for junior-high and secondary-school content-area teachers who have had little or no background in the field of teaching reading. Practical concepts, techniques, strategies and activities designed to enable the content-area teacher to develop better a student's reading skills and abilities while utilizing content materials. **P: Jr. stdg; P or CO: EDU 341, 342 or 551, 552.**
- EDU 551 Methods of Instruction for Secondary Teaching (3) I, S**
This course introduces students to the general principles of teaching in a secondary school. The course addresses planning for instruction, teaching methods, and assessing student achievement. Students practice their skills outside of class through weekly fieldwork experiences in local schools. **P: or CO: EDU 503, 510, 583 or Dept. approval.**
- EDU 552 Technology Instruction for Secondary Teaching (1) I, S**
A course designed for teacher candidates interested in the use of instructional technology. The course content will relate to the ways in which technology can support and enhance the instructional process in education. **P: EDU 503, 510, 583 or DC; CO: EDU 551.**

- EDU 553 Current Topics in Instructional Design (3) OD**
Principles of applied behavioral analysis and learning theory, development of individualized learning programs and behavior management. **P: DC.**
- EDU 554 Current Topics in Classroom Effectiveness (3) II**
Theory and application of structuring and integrating group learning activities. Employing cooperative learning principles to promote positive interdependence and individual accountability. **P: DC.**
- EDU 555 Teaching Students Responsible Behavior (3) I or II**
Course designed to give professional educators the theory and skills to teach students how to take responsibility for their own behavior in school. Based on the Work of William Glasser, this course leads participants through a series of learning activities designed to enable them to teach their students the concepts of Control Theory and then to plan and implement a program of Responsibility Training in their classrooms.
- EDU 559 Discipline With Purpose: An Introduction (1)**
A 10-hour didactic and five hour laboratory introduction to Discipline with Purpose provides a practical and theoretical approach to understanding the difference between discipline and self-discipline. Participants are introduced to 15 self-discipline skills that can be taught developmentally to students in grades K-9. Participants will review and teach lesson plans to their respective students and self-evaluate the effectiveness.
- EDU 560 Discipline With Purpose: Advanced Part II (2)**
A 20-hour advanced orientation to Discipline with Purpose provides a practical and theoretical approach to understanding the difference between discipline and self-discipline. Participants review classroom management styles as they relate to 15 self-discipline skills that can be taught developmentally to students in grades K-9. The major emphasis of this course is the development of a project that will promote the teaching of self-discipline either throughout the total school or within a classroom.
- EDU 561 Discipline With Purpose: An Introduction (3)**
A 20-24 hour didactic and laboratory introduction to Discipline with Purpose provides a practical and theoretical approach to understanding the difference between discipline and self-discipline. Participants are introduced to 15 self-discipline skills that can be taught developmentally to students in grades K-9. Lessons developed to teach the skills as well as the utilization of infusion, pre-teaching, and modeling will be field tested. Developing a project that will promote the teaching of self-discipline either throughout the total school or within a classroom is the major emphasis of their course. Participants are expected to have completed a 10-12 hour discipline with Purpose workshop, implemented the concepts for a year and then repeat the 10-12 hour workshop and then complete a special project implementing the program.
- EDU 563 Assessing Organizational Systems (3) AY**
Workshop evaluating characteristics of organizations (including schools and service organizations). Practical training in assessing the effectiveness of such interventions as curriculum, training and development, and personnel. Special emphasis on planning, conducting, and interpreting surveys; developing questionnaires, interpreting results, and writing final reports.
- EDU 565 (301) Methods of Teaching Language Arts in Elementary School (3) I, II**
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 103, 208, 210, Adm. to Dept.; CO: EDU 311.**
- EDU 566 (311) Teaching of Reading (3) I, II**
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 103, 208, 210, Adm. to Dept; CO: EDU 301.**
- EDU 567 (302) Methods of Teaching Social Studies in Elementary School (3) I, II**
Emphasizes content and methods in teaching social studies in elementary and middle school. **P: EDU 103, 208, 210; Adm. to Dept.**

- EDU 568 (303) Methods of Teaching Mathematics in Elementary School (3) I, II**
Emphasizes content and methods in teaching mathematics in elementary and middle school. Students complete a 25-hour practicum (EDU 303/304). **P: EDU 103, 208, 210, Adm. to Dept.; CO: EDU 304.**
- EDU 569 (304) Methods of Teaching Science in Elementary School (3) I, II**
Emphasizes content and methods in teaching science in elementary and middle school. Students complete a 25-hour practicum (EDU 303/304). **P: EDU 103, 208, 210, Adm. to Dept. CO: EDU 303.**
- EDU 576 Special Methods of Teaching Art in the Secondary School (3) I**
This course is designed to provide an understanding of the art fundamentals, discipline-based art, and the historical and current significance of art within society and schools. Students will learn about the influence of art in daily life, develop lessons that will enrich the understanding of art for secondary education students, and demonstrate an appreciation and enjoyment of art and art-related activities. **P or CO: EDU 341 and EDU 342 or EDU 551 and EDU 552 or DC.**
- EDU 577 Special Methods of Teaching Humanities in the Secondary School (3) I**
This course deals with the teaching of English, social studies, and modern/classical languages in the secondary school. Attention is directed to the selection, organization, and presentation of meaningful materials, textbooks, and related aids. The course meets one of the requirements for secondary teacher certification in the disciplines named. Observation of instructional practice and micro-teaching are integral to the course. **P or CO: EDU 341 & 342 or EDU 551 & 552 or DC.**
- EDU 578 Special Methods of Teaching Math and Science in the Secondary School (3) I**
This course is designed to provide a variety of opportunities to gain skills in creating appropriate, meaningful, exciting and effective learning situation for secondary school students. To accomplish this, students will become familiar with the philosophies and methods of teaching mathematics and science, will examine curriculum materials, and will design learning experiences. The goal is to foster enthusiasm for teaching mathematics and science and to give the students confidence in their ability to teach their subject matter. **P or CO: EDU 341 and 342 or EDU 551 and 552 or DC.**
- EDU 579 Special Methods of Teaching Religion in the Secondary School (3) I**
Overview of the principles for communicating the Christian message effectively to different age levels with opportunities to observe and put them into practice. The course deals with the objectives and functions of Religious Education in terms of secondary school learning experiences. Attention is directed to the selection, organization, and presentation of meaningful learning materials and selection, use and evaluation of textbooks and related aids. **P or CO: EDU 341 and 342 or EDU 551 and 552 or DC.**
- EDU 581 Teaching Students How to Think, Level I (3) S**
A Level I Training Session in the Feuerstein Instrumental Enrichment Program, a classroom curriculum designed to diagnose and correct deficiencies in thinking skills and to help students learn how to learn. **P: Sr. stdg.**
- EDU 582 Teaching Students How to Think, Level II (3) OD**
A Level II Training Session in the Feuerstein Instrumental Enrichment Program, a classroom curriculum designed to diagnose and correct deficiencies in thinking skills and to help students learn how to learn. A continuation of EDU 581 at the advanced level. **P: EDU 581.**
- EDU 583 Management Practices for Classroom Teachers (3) I, II, S**
Creating and/or maintaining a positive learning environment through techniques of observation, description, measurement and evaluation for optimum student learning. **P or CO: EDU 341 or EDU 503 or 565/566 or 568/569 or DC. Graduate standing required or DC for summer offering.**
- EDU 586 Selected Topics in Education (1-3) OD**
Course designed to deal with current theory, research and practices in a specific area, e.g., social studies education. Faculty will provide a subtitle and a brief description for inclusion in the "Schedule of Courses." **P: DC.**

- EDU 587 Methods of Teaching Religion in Elementary School (3) OD**
The course is designed to prepare students to effective religious educators in Catholic elementary schools. The course content will encompass the four dimensions of religious education: message, community, service and worship. Students will not only become acquainted with methods and materials for teaching religion, but they will also gain experience planning liturgical celebrations. **P: DC.**
- EDU 588 Developing Vocational Skills for the Mild/Moderately Handicapped, Ages 3-21 (3) OD**
Exploration of current, innovative vocational programs for the trainable and educable mentally handicapped; why and how these programs developed; ways to implement such programs.
- EDU 590 First-Year Teacher Induction Workshop (3) OD**
Designed to facilitate teaching during the first year of experience. Participants will prepare for their first year of teaching by becoming familiar with their new school; preparing a calendar; curriculum materials; and teaching materials specific to their school setting. Assistance will be provided during the first weeks of the school year. **P: Certified to teach; contracted for a Fall teaching position.**
- EDU 591 Student Teaching (3-14) I, II**
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 341-342 or EDU 551-552 and 525, 548, 583, Sr. stg., and 1 methods course from EDU 576-579; CO: EDU 593.**
- EDU 593 Student Teaching Seminar (1) I, II**
Student teachers deal with issues of classroom management, communication with families and communities, applications, portfolios, interviews, and relevant teaching concerns. **CO: EDU 591.**
- EDU 600 Principles of Curriculum Construction for Elementary and Secondary Schools (3) S**
Course designed to prepare educators for instructional leadership in identifying curriculum determiners, planning procedures, and evaluation processes for both elementary and secondary schools.
- EDU 601 Instructional Technology for the Classroom (3)**
This course will train 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.
- EDU 602 Fundamentals of Catholicism for Educators (3) II, OY**
This course provides an introduction to the teachings of the Catholic Church in these areas: creed, liturgy and Sacraments, Christian morality, Christian prayer, Catholic social teaching, and Scripture. This course will apply Catholic Church teaching to issues that are pertinent to educators in P-12 Catholic schools today.
- EDU 603 Leadership in Catholic Schools: Educational, Spiritual, and Managerial Domains (3) II, OD**
Designed for both practicing and aspiring administrators, this course will address the educational, spiritual, and managerial domains of leadership in Catholic schools. Points of focus will be: (1) to learn how to provide educational leadership using the Catholic mission of the school as a focus and integrating principle, (2) to learn how the principal can be the builder of a faith community in the school, (3) to learn about Catholic school finance and development including strategic planning, (4) to learn about school governance models, and (5) to explore legal issues as they apply to the Catholic school setting including school safety issues.

- EDU 609 Principles of Organization and Administration for Elementary and Secondary Schools (3) II**
Introduction to the processes of educational administration. Exploration of the role and responsibility of elementary and secondary school principals, policies and procedures, and the principalship as a profession.
- EDU 610 Special Education Topics for Administrators (3) S**
Provides an orientation to special education issues and laws for regular education administrators. Covers essential knowledge of special education terms, procedures, and disabilities, as well as many of the common problems and issues that occur in the supervision of special education programs. Meets the requirement for coursework in special education required for all new administrator certificates (LB392) issued after September 1, 1992. **P: IC.**
- EDU 615 Educational Research (3) I, II (Same as COU 615)**
The introduction to the foundational terms, principles, and concepts of Educational Research are covered. Students will develop a small-scale research proposal.
- EDU 616 Consulting Techniques (3) OD**
Course designed to acquaint students with models for providing consultation to schools, teachers, and students. Distinction between medical and consultation models is provided, and goals for consultant behaviors and the culture of the school are discussed. Emphasis on problem-solving, collaborative consultation, curriculum-based measurement, and precision teaching.
- EDU 617 Leadership in the Administration of Educational Technology (3) II**
The course gives the school principal knowledge of technology ethics, laws, and standards; skills in evaluating hardware and software, as well as facility and security issues; perspectives on emerging trends in educational technology; and strategies in formulating an effective technology plan for a school to improve student learning and school management.
- EDU 619 Language, Culture, and the Individual (3) I (Same as ANT 619)**
The anthropological approach to the study of language examines the biological source and manner of human communication as well as the cultural processes that structure languages, their meanings, means of acquisition, and transformations. The course examines the inter-relationship of individuals, groups, and the wider culture through language.
- EDU 620 Practical Aspects of School Law for Teachers and Administrators (3) I**
The course provides background in Constitutional and statute law affecting the rights and responsibilities of public and private school educators with respect to students, parents, school policies, and working conditions. Abundant opportunities for application of legal principles are staples of this course.
- EDU 622 Improving Your School-Community Relations (3) S**
Examination of the principles and practices used to improve the public relations between the school and its various communities.
- EDU 623 Managing the School Climate (3) OD**
Examination of the factors and strategies that create a school environment conducive to learning. Emphasis on the leadership role of the administrator in establishing a safe and productive learning climate.
- EDU 624 Supervision of Learning (3) I**
Reviewing and appraising the instructional process; organizing the supervision program with attention to the leadership role of the principal; developing in-service programs and promoting professional growth.
- EDU 625 Practical Knowledge of School Finance for Teachers and Administrators (3) II**
The course examines the means through which public and private schools acquire, spend, and account for resources. Related legal and ethical considerations are also applied in course projects and exams.

- EDU 628 Field Service Experience in Elementary School Administration (3) II**
Students complete prescribed tasks as interns that replicate actual experiences as a school principal under the supervision of the Creighton Education Department and a collaborating administrator in the school sponsoring the internship. In addition, students meet in a seminar weekly for reflection and extension of internship learning. **P: 18 hrs. of core requirements; DC.**
- EDU 630 Field Service Experience in Secondary School Administration (3) II**
Students complete prescribed tasks as interns that replicate actual experiences as a school principal under the supervision of the Creighton Education Department and a collaborating administrator in the school sponsoring the internship. In addition, students meet in a seminar weekly for reflection and extension of internship learning. **P: 18 hrs. of core requirements; DC.**
- EDU 632 Identification and Evaluation of Gifted and Talented Students (3) I**
This course is an overview of the education of gifted and talented children with particular attention on the means of identifying these students and on the evaluation of their development in educational settings.
- EDU 633 Models, Methods, and Materials: Meeting the Needs of Gifted and Talented Students in the Regular Classroom (3) I**
This course focuses on instructional models, methods, and materials in the education of gifted and talented children. This course is intended for both regular classroom teachers and those who will work exclusively with gifted and talented children. **P: EDU 632.**
- EDU 634 Social and Affective Development of Gifted and Talented Students (3) II**
This course explores the development of gifted and talented children within the social and affective domains. Theories of development are studied looking for ways in which development can be enhanced in these domains. Strategies for counseling and guidance activities with gifted and talented children are presented. **P: EDU 632.**
- EDU 635 Differentiating Curriculum for High Ability Learners (3)**
This course will build on teachers' expertise to modify and create curriculum appropriate for all learners. Topics will include: understanding differentiation, curriculum compacting, contracts, independent projects, flexible grouping, tiered assignments, high level questioning, acceleration, and enrichment. Evaluation of effective curricular learning will be included. **P: EDU 632 and 633.**
- EDU 636 Topics and Issues in High Ability Education (3)**
The content of this course will include timely instructional, curricular, and legal issues impacting High Ability Education presented in a combination of lecture, seminar, and presentation formats. **P: EDU 632 and 633.**
- EDU 640 Practicum in High Ability Education (3)**
This is an opportunity for endorsement-seeking students to spend time—a minimum of 90 contact hours—in classrooms with gifted and talented children. In addition to structuring curriculum, and identifying and teaching the gifted and talented children, students in this course will be involved in a seminar that addresses the problems and issues in gifted and talented education. **P: EDU 632, 633, 634, 635, 636.**
- EDU 645 Living English: Language, History and Present Use (3)**
A practical study of the English language from the perspective of its history, linguistics, and language change. The course offers an introduction to the study of language and places English in the context of world languages, examines its evolution over time, and characterizes its living uses and structures. **P: DC.**
- EDU 680 Spirituality of Teaching - Part 1 (1) S**
This course is designed to integrate the three pillars of the Magis Catholic Teacher Corps program: professional, spiritual, and communal. It is taught through lecture, large and small group discussions based on the assigned readings and on the effective completion of all written assignments. The assignments are designed to produce artifacts for a summative portfolio. **P: Dept. approval.**

- EDU 681 Spirituality of Teaching - Part 2 (1) S**
This course is part 2 of the Spirituality of Teaching. It continues to integrate the three pillars of the Magis Catholic Teacher Corps program: professional, spiritual, and communal. It is taught through lecture, large and small group discussions based on the assigned readings and on the effective completion of all written assignments. The assignments are designed to produce artifacts for a summative portfolio. **P: Dept. approval.**
- EDU 686 Beginning Practicum in Catholic Education (1) I**
This course is part of the Magis student's education and training program. Magis students learn principles and practices of teaching in a Catholic school. The course addresses planning for instruction, teaching methods, and assessing student achievement and communicating assessments to students, parents, and administrators. Students practice their skills as the teacher of record with the support and guidance of a mentor teacher, principal, and Magis director. **P: EDU 551; Dept. approval.**
- EDU 687 Advanced Practicum in Catholic Education (1) II**
This course is part of the Magis student's education and training program. Magis students learn principles and practices of teaching in a Catholic school. The course addresses planning for instruction, teaching methods, and assessing student achievement and communicating assessments to students, parents, and administrators. Students practice their skills as the teacher of record with the support and guidance of a mentor teacher, principal, and Magis director. **P: EDU 686.**
- EDU 688 Beginning Internship in Catholic Education (1-3) I**
This course is part of the Magis student's education and training program during the second year. Magis students learn principles and practices of teaching in a Catholic school. The course addresses planning for instruction, teaching methods, and assessing student achievement and communicating assessments to students, parents, and administrators. Students practice their skills as the teacher of record with the support and guidance of a mentor teacher, principal, and Magis director. **P: EDU 687.**
- EDU 689 Advanced Internship in Catholic Education (1-3) II**
This course is part of the Magis student's education and training program during the second year. Magis students learn principles and practices of teaching in a Catholic school. The course addresses planning for instruction, teaching methods, and assessing student achievement and communicating assessments to students, parents, and administrators. Students practice their skills as the teacher of record with the support and guidance of a mentor teacher, principal, and Magis director. **P: EDU 688.**
- EDU 692 Cultural Issues in Education (3) S**
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.
- EDU 793 Directed Independent Readings (Credit by Arrangement) I, II, S**
Intensive reading in an area as approved by the department. **P: DC**
- EDU 795 Directed Independent Study (Credit by Arrangement) I, II, S**
Independent research on a topic designed by the student with the approval of an advisor from the department. **P: DC**
- EDU 797 Directed Independent Research (Credit by Arrangement) I, II, S**
- EDU 799 Master's Thesis (1-3) I, II**
Research in connection with the preparation of the Master's thesis. Student must register for this course in any term when engaged in formal preparation of the Master's thesis; however, six credit hours are the maximum applicable toward the degree. **P: DC**