

# EDUCATION

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## Graduate Study in Education

Four master's degree programs and two graduate certificates are offered by the Department of Education. All applicants must meet the requirements of the Graduate School and a satisfactory background check through the Education Department. Additional information about this department may be found at the Department of Education (<http://www.creighton.edu/ccas/education/>) website.

## Master of Education (M.Ed.) degrees:

- Secondary School Teaching (<http://catalog.creighton.edu/graduate/graduate-programs-courses/education/secondary-teaching-med/>)
- Elementary School Teaching (<http://catalog.creighton.edu/graduate/graduate-programs-courses/education/elementary-teaching-med/>)

## Master of Science (M.S.) degrees:

- Educational Leadership - Specialization in School Administration (<http://catalog.creighton.edu/graduate/graduate-programs-courses/education/educational-leadership-ms-school-administration/>)
- Educational Leadership - Specialization in Teacher Leadership (<http://catalog.creighton.edu/graduate/graduate-programs-courses/education/educational-leadership-ms-teacher-leadership/>)
- School Counseling and Preventive Mental Health (<http://catalog.creighton.edu/graduate/graduate-programs-courses/school-counseling-preventive-mental-health/counseling-ms/>)
- Educational Specialist Areas (<http://catalog.creighton.edu/graduate/graduate-programs-courses/education/educ-specialist/>)

## Accelerated Master's Programs:

- BS-Elementary Education/MS-Educational Specialist Areas (<http://catalog.creighton.edu/graduate/graduate-programs-courses/education/bs-eled-ms-edsa-amp/>)

## Certificate in Education

- Catholic School Leadership (<http://catalog.creighton.edu/graduate/graduate-programs-courses/education/graduate-certificate-catholic-school-leadership/>)
- Early Childhood Education (<http://catalog.creighton.edu/graduate/graduate-programs-courses/education/graduate-certificate-ece/>)

## Courses

**EDL 602. Introduction to Educational Leadership. 3 credits. SU**  
 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. P. DC.

### **EDL 603. Educational Research. 3 credits.**

The introduction to the foundational terms, principles, and concepts of Educational Research are covered. Students will develop a small-scale research proposal. P. DC.

### **EDL 605. Foundations of Catholic Education. 3 credits. OD, SU**

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 a primary source for student engagement of Catholic school identity, mission, and philosophy, especially as it plays out in our 21st century context. Key concepts include: Vatican II, mission-centered and faith leadership, pluralism and diversity, and school charisma. P. DC.

### **EDL 606. Faith Leadership in Catholic Schools. 3 credits.**

This course provides an introduction to the teachings of the Catholic Church in these areas: creed, liturgy and Sacraments, Christian morality, Christian prayer and spirituality, Catholic social teaching, and Scripture. This course will help leaders apply Catholic Church teaching to contemporary Catholic school issues, build faith community, and foster faculty/staff formation for mission. P. DC.

### **EDL 607. School Improvement. 3 credits.**

This course addresses using and aligning the processes for continuous school improvement. Key concepts in this course include; the importance of a shared mission, vision, values, and goals, using data to develop a plan, role of professional development in school improvement, and monitoring and implementation of school improvement plan. Students will review and develop a school improvement plan. The change process will be discussed in order to help students understand how to implement continuous improvement efforts effectively. P. DC.

### **EDL 609. Curriculum, Instruction, and Assessment, Part I. 3 credits.**

This course addresses developing and leading comprehensive rigorous curricular and instructional programs. Key concepts in this course include; alignment of curriculum, instruction and assessment, promoting effective use of technology to support learning, effective pedagogy that meets needs of all learners, and using culturally sensitive curriculum and assessments. Students will review national standards for public and Catholic schools.

### **EDL 610. Curriculum, Instruction, and Assessment, Part II. 3 credits.**

This course addresses effective instruction, literacy practices, and using formative assessments to support learning. Key concepts in this course include; gradual release of responsibility, using data to respond to student needs, effective literacy instruction, and culturally sensitive curriculum and assessments. Students will analyze instruction in practice order to identify strengths and areas for teacher growth.

### **EDL 612. Special Education Leadership. 3 credits.**

This course provides a comprehensive overview of the field of special education and special education laws for regular education administrators in elementary and secondary schools. The course covers principles of effective leadership of special education programs with a focus on practices that promote education in the least restrictive environment. P. DC.

### **EDL 613. Intervention Strategies. 3 credits.**

This course addresses procedures, and systems in elementary and secondary schools that ensure academic and social success for students. Key concepts in this course include effective literacy intervention, effective math interventions, progress monitoring, and connecting intervention to the regular classroom.

**EDL 614. Leading Professional Learning Communities. 3 credits.**

This course addresses how to develop and promote a collaborative environment in elementary and secondary schools and sustains high expectations for all. Key concepts in this course include creating high impact/high functioning teams, developing teacher leaders, using protocols to analyze student work, and creating the infrastructure for PLCs. Students will lead and/or participate in a PLC and critique the team's effectiveness. P. DC.

**EDL 615. Student Centered Coaching. 3 credits.**

This course addresses how to use a student-centered coaching model to improve outcomes for students in elementary and secondary schools. Key concepts in this course include coaching cycles, data collection, talk moves for coaching, and adult learning needs.

**EDL 616. Analyzing Student Work. 3 credits.**

This course addresses how to use a variety of protocols to analyze student work in elementary and secondary schools. Key concepts in this course include facilitation skills when using protocols, how to intervene when protocols are not working, and identifying which protocols are most effective in given settings.

**EDL 618. Cultural Issues in Education. 3 credits.**

Course emphasizes the global dimensions in education dealing with multi-cultural issues and the role of the leader. This course meets the Nebraska Department of Education human relations requirement. P. DC.

**EDL 619. School Culture. 3 credits.**

This course investigates how to cultivate a school culture that supports the school's mission and goals. Key concepts in this course include school climate, relationships, norms, traditions, parent and community partnerships, diversity, and school context. Students will practice strategies for analyzing, aligning, strengthening, monitoring, and changing school culture as well as for engaging parents, other stakeholders, and the broader community. P. DC.

**EDL 620. School-Community Relations. 3 credits.**

Examination of the principles and practices used to improve the public relations between the school and its various communities. P. DC.

**EDL 622. School Law. 3 credits. FA**

This course provides background in Constitutional law and statutes affecting public and private schools. Key concepts include; legal and ethical rights and responsibilities with respect to issues such as religion and schools, student discipline, negligence, teacher hiring and firing, and social media. Catholic school students will explore Canon Law. Students will use case studies and issues in their school context to apply legal principles and practice ethical decision making. P.DC.

**EDL 624. Differentiated Supervision for Professional Growth. 3 credits.**

This course addresses how to increase student achievement in elementary and secondary schools by developing the individual and collective capacity of staff. Key concepts in this course include differentiating professional learning opportunities, using feedback to promote growth, and aligning supervision practices to mission and the school improvement plan. Students will observe in classrooms and conduct post-observation conferences. P. DC.

**EDL 626. Strategic Resourcing. 3 credits. FA, SP**

This course examines the means through which public and private acquire, spend, and account for resources (e.g., finances, personnel, facilities). Key concepts include funding sources, budget management and planning, resource allocation, stewardship, and equity. Catholic school students will explore the topics of development and enrollment management. P. DC.

**EDL 627. Strategic and Political Leadership in Catholic Schools. 3 credits. SP, SU**

This course addresses the strategic and political dimensions of Catholic educational leadership. Topics include strategic planning, governance, networks and partnerships, and political advocacy. The course stresses entrepreneurial leadership, innovation, collaboration, and advocacy in positioning Catholic schools for the future. P. DC.

**EDL 629. Educational and Managerial Leadership in Catholic Schools. 3 credits.**

This course is designed to investigate educational leadership using the Catholic mission of the school as a focus and integrating principle. Students will also explore pertinent managerial leadership topics such as site-based management, models of shared leadership, school finance and the stewardship of school resources, and legal issues as they apply to the Catholic school setting, including safety. P. DC.

**EDL 630. Leadership of Educational Technology. 3 credits.**

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. P. DC.

**EDL 631. Human Resources. 3 credits.**

This course requires students to learn and apply the theories and processes essential to effective leadership of the human resources function in PK-12 schools. Students will learn theories of human and organizational needs and apply them to public and private school settings. P. DC.

**EDL 635. Internship I in Teacher Leadership. 3 credits.**

This course provides students with the opportunity to apply learning from their courses in an elementary or secondary school setting. Students will conduct a student-centered coaching cycle and engage in other leadership activities under the supervision of the mentor principal.

**EDL 639. Internship I in Elementary School Administration. 3 credits.**

This course provides students with the opportunity to apply learning from their courses in a (elementary or secondary) school setting. Students will identify an issue in a school setting and will develop and implement plans in the school to address the issue. Growth and development issues for early childhood and elementary age students will be considered as students implement developmentally appropriate strategies. Students will engage in this and other leadership activities under the supervision of their mentor principal as well as their university-assigned executive coach and professional learning community. Students will supervise and assist with special education programs. P. DC.

**EDL 640. Internship I in Secondary School Administration. 3 credits.**

This course provides students with the opportunity to apply learning from their courses in a (elementary or secondary) school setting. Students will identify an issue in a school setting and will develop and implement plans in the school to address the issue. Growth and development issues for early childhood and elementary age students will be considered as students implement developmentally appropriate strategies. Students will engage in this and other leadership activities under the supervision of their mentor principal as well as their university-assigned executive coach and professional learning community. Students will supervise and assist with special education programs. P. DC.

**EDL 643. Internship II in Elementary School Administration. 3 credits.**

This course provides students with the opportunity to apply learning from their courses in a (elementary or secondary) school setting. Students will identify an issue in a school setting and will develop and implement plans to address issues. Growth and development issues for secondary age students will be considered as students implement developmentally appropriate strategies. Students will engage in this and other leadership activities under the supervision of their mentor principal as well as their university-assigned executive coach and professional learning community. Students will supervise and assist with special education programs.

**EDL 644. Internship II Secondary School Administration. 3 credits.**

This course provides students with the opportunity to apply learning from their courses in a (elementary or secondary) school setting. Students will identify an issue in a school setting and will develop and implement plans to address issues. Growth and development issues for secondary age students will be considered as students implement developmentally appropriate strategies. Students will engage in this and other leadership activities under the supervision of their mentor principal as well as their university-assigned executive coach and professional learning community. Students will supervise and assist with special education programs.

**EDU 500. Literacy Assessment & Intervention. 3 credits. FA, SP**

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. Students participate in a practicum during class. P. EDU 566.

**EDU 501. Psychology Of Exceptional Children. 3 credits.**

A multidisciplinary and life span approach to the study of persons with differences. P. DC.

**EDU 503. Foundations of Education. 1 credit. SU**

This course serves as an introduction to the educational profession and Creighton University's graduate program in teaching. Students will acquire a basic understanding of the history and philosophy of education in the United States, including Catholic school education. Students will also review professional ethics and complete case studies in ethical practice. Students will develop their own philosophy of education using an eclectic approach as the capstone assessment for this course. P. Dept. and program approval.

**EDU 510. Growth And Development Of Children And Adolescents. 3 credits. OD, SU**

This survey course covers the theory and research literature of child and adolescent development, beginning at conception and ending in late adolescence. Physical, cognitive, language, motor, personality, social, affective, moral, and spiritual development are considered as the course seeks to prepare students for roles in P-12 schools. Aiding hours in assigned school sites are required. Elementary Education - 25-hour practicum. P. Admission to Education Department.

**EDU 521. Teaching Residency Integrated Seminar. 1 credit.**

This one-credit course introduces the primary elements of the Accelerated Master's Degree Program including fundamentals of teacher professionalism, differentiation of instruction, and the residency model incorporated into the program. Teacher candidates will develop a framework for instructional practice to be implemented during the Residency and the Clinical Practice experiences. P. Admit to Teacher Residency MEd.

**EDU 522. Foundations of Education Seminar I. 1 credit.**

This one-credit online course introduces pivotal historical moments in US P-12 education as well as the philosophical underpinnings of educational movements throughout US history. Significant court cases and legislation related to education will be discussed. The philosophy of John Dewey, Catholic educational philosophy, Ignatian spirituality and the Ignatian Pedagogical Paradigm will be explored. Teacher ethics and legal responsibilities will be introduced. P. Admission into Education department; Graduate standing.

**EDU 523. Teaching Residency Integrated Seminar II. 1 credit.**

This one-credit course delves the importance of family and school community Catholic Social Teaching, the Jesuit focus on faith and justice, and contemporary pedagogy resisting oppression, including work by Paulo Freire. It reviews Jesuit spirituality from the second 1-credit seminar and introduces conversation about work-life balance. P. EDU 522; Admission into Education Department; Graduate standing.

**EDU 525. Inclusion and Differentiation in the Elementary Classroom. 3 credits. FA, SP**

Course designed to acquaint the regular elementary classroom teacher with the characteristics of students with mild/moderate disabilities. Discussion of diagnostic and remedial techniques for students with disabilities in the general classroom. Students complete a 15-20 hour practicum under supervision of a special education teacher. P. Admission into Education Department required; P or CO: EDU 565/566 or 568/569.

**EDU 530. Elementary School Observation and Student Teaching the Mildly/Moderately Disabled. 3-14 credits. FA, SP**

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 591, 593, or initial teaching certificate; Sr. stdg; DC.

**EDU 535. Human Relations And Cultural Diversity. 3 credits. SU**

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. Admission into Education Department.

**EDU 540. Secondary School Observation And Student Teaching The Mildly/Moderately Disabled. 3-14 credits. FA, SP**

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, EDU 593, Sr. stdg. or initial teaching certificate; DC.

**EDU 541. Curriculum Design For English As A Second Language. 3 credits. OD**

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. DC.

**EDU 542. Methods In English Language Learning. 3 credits. OD**

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. P. Department Consent.

**EDU 543. Practicum In English Language Learning. 3 credits. OD**

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. Department consent.

**EDU 544. Framework of World Languages and Cultures. 3 credits. OD**

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 547. Teaching Residency in Grades 7-12. 3 credits.**

The course instructor will serve as an offsite supervisor for teacher residents while they complete a full-time residency in an accredited school. The instructor will work with the onsite mentor teachers to assist residents with putting into practice the specific skill set acquired in previous course work. P. EDU 521, 535, 551, 583, GRD 600.

**EDU 548. Differentiating Instruction & Literacy Strategies in Grades 7-12. 1-3 credits. FA, SU**

Teacher candidates and teachers will learn how to identify students with special learning needs. Teachers will also learn how to assist these students through differentiation of instruction. Application of skills will occur during a practicum in a school. This course meets the Nebraska Department of Education special education requirements. P. Graduate standing or Department consent.

**EDU 551. Facilitating Student Learning. 3 credits.**

Teacher candidates will be introduced to best practices for facilitating student learning. Planning for instruction and assessing student achievement will be key topics covered. The Ignatian Pedagogical Paradigm will be reviewed and teacher candidates will learn how to use this paradigm to facilitate student learning, reflection, and action. P. Admission into Education Department; Graduate standing.

**EDU 552. Technology Instruction For Secondary Teaching. 1 credit. FA**

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; CO: EDU 551.

**EDU 556. Foundations and Best Practices of Early Childhood Education. 3 credits.**

An in-depth study of early childhood development theory (birth through age 8), principles and current research including both typical and atypical development and the implications this has for early childhood education. Study will extend to observational strategies and application of growth and development data in decision making for developmentally appropriate practice. A total of 15 clock hours of field experience will be required in conjunction with EDU 556. P. Department Consent.

**EDU 557. Investigating Critical and Contemporary Trends and Issues in Early Childhood Education. 3 credits.**

An in-depth study of critical trends and issues that have an impact on early childhood education today. These include but are not limited to family involvement, cultural diversity, differentiated instruction technology, and the benefits of nature and outdoor play. P. Department consent.

**EDU 558. Content and Methods Specific to Early Childhood Education. 3 credits.**

This course is designed to prepare candidates to use their knowledge of academic disciplines to design, implement, and evaluate experiences that will promote positive development and learning in the content areas of math, science, social studies, health and religion for each and every young child. Focus will be placed on the use of inquiry tools, knowledge of content, and developmentally appropriate teaching strategies and methodologies to design, implement, and evaluate meaningful and challenging curriculum that promotes positive outcomes for all early learners. Emphasis will also be placed on the candidate's use of knowledge acquisition and self-reflection to deepen and improve teaching practices. This course will include a 10 hour field experience, which will allow the students to put into practice the skills they have learned throughout this course. P. Department consent.

**EDU 559. Significant Concepts for Early Childhood Education. 3 credits.**

This course explores the importance integrating literacy, play, the arts, and social/emotional teaching practices in programs for children birth to age 8. Emphasis is placed on understanding the principles and practices that support young children's emerging literacy. It links the significance that oral language and early exploration has on later reading and writing skills. Focus will be placed on the role of play in influencing cognitive, social, emotional, physical, and language development. The course also identifies how the arts build interest, motivation, and learning in all curriculum areas. This course will include a 10-hour field experience, which will allow the students to put into practice the skills they have learned throughout this course. P. Department consent.

**EDU 560. Assessment, Observation, Screening and Evaluation in Early Childhood Education. 3 credits.**

This course is designed to ensure candidates understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. In this course students will learn about the uses of assessment, systematic observations, screening, and other effective assessment strategies in responsible and ethical ways. As well, the students will learn how to use these assessment practices to positively influence the development of every child. To aid in the professional growth of the students this course will focus on fostering reflective practices, and special attention will be paid to the need for partnerships with parents and colleagues. Additionally, this course will allow candidates to become familiarized with some of the commonly used teacher assessment methods, in the hopes that they will be equipped to use these to improve their own teaching practices. This course will include 10 hours of field experience, which will allow students to observe and participate in various assessment practices. P. Department consent.

**EDU 561. Becoming an Early Childhood Teaching Professional. 3 credits.**

This course is designed to prepare candidates to identify and conduct themselves as members of the early childhood profession. This course will place an emphasis on ethical guidelines and other professional standards related to the early childhood practice. It will encourage students to use reflection, collaboration and critical thinking skills as they pursue and attempt to assimilate new knowledge into their experiences with early childhood education. As the candidates gain an identity as an early childhood professional they will be encouraged to engage in advocacy for the young child. This course will include a 45-hour practicum, which will allow the student to put into practice all of the knowledge gained in previous ECE courses. P. EDU 556, EDU 557, EDU 558, and EDU 559. CO: EDU 560.

**EDU 563. Assessing Organizational Systems. 3 credits. OD**

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. Methods Of Teaching Language Arts In Elementary School. 3 credits. FA**

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. P. Contemporary Composition course; Admission into Education Department required. CO: EDU 566.

**EDU 566. Methods of Teaching of Elementary Reading. 3 credits. FA**

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. P. Admission into Education department required. CO: EDU 565.

**EDU 567. Methods of Teaching Social Studies in Elementary School. 3 credits. FA**

Emphasizes content and methods in teaching social studies in elementary and middle school. P. Admission into Education department.

**EDU 568. Engaged in Math: Effective Methodologies for Pre-Service Elementary School Teachers. 3 credits. SP**

Pre-service teacher candidates need to be prepared to be effective mathematics educators. This course seeks to prepare pre-service teachers for the ever-evolving mathematics instructional practices that will undoubtedly emerge in this era of high-stakes accountability. It will allow the students to take a dynamic classroom role as the orchestrators of authentic learning environments. This will be accomplished by fostering the teacher candidates' ability to use inquiry, technology, systematic assessment, prescription, implementation, and oral communication, all of which are associated with mathematics education for diverse classroom communities. Over 25 hours of field experience are required for this course, allowing the students to experience a variety of real world teaching situations. P. Admittance into the Education Department and Completion of Foundations Oral Communication course; Co: EDU 569.

**EDU 569. Methods of Teaching Science in Elementary School. 3 credits. SP**

Emphasizes content and methods in teaching science in elementary and middle school. P. Admission into Education Dept required. CO: EDU 568.

**EDU 572. Action Research and Assessment for Teachers. 3 credits. FA**

Course emphasizes the fundamentals of educational research and the development, implementation, and analysis of formative and summative assessments utilized within PK-12 schools. Students will design and conduct a small scale assessment/research project within a PK-12 classroom. P. Department Consent.

**EDU 575. Contemporary Teaching Methods in Your Content Area, Grades 7-12. 3 credits. FA**

The course instructor will serve as an instructional coach for candidates who are either completing a clinical practice experience or are teaching full-time in a Magis school. The instructor will assist candidates with completion of an assessment project and expansion of their instructional skills. Note—Candidates in the Teacher Residency MEd must satisfactorily complete EDU 547 with a grade of A or B prior to begin this course and must take this course with EDU 591. P. EDU 548 or EDU 525; EDU 547.

**EDU 577. Special Methods for Teaching in the Secondary School. 3 credits. OD**

This course deals with teaching in the secondary school. Attention is directed to the selection, organization, and presentation of meaningful materials, as well as assessment of learning. The course meets one of the requirements for secondary teacher certification in the disciplines. Observation of instructional practice in a school setting integral to the course. P. DC; P or CO: EDU 341, and EDU 342 or EDU 551.

**EDU 583. Facilitating Student Responsibility. 3 credits. FA, SU**

Teacher candidates will learn how to facilitate student learning through the use of behavioral expectations, reinforcement, procedures, and emphasizing student responsibility both for actions and for reconciliation. Specific components of the Ignatian Pedagogical Paradigm will be reinforced. P. Admission into Education department.

**EDU 584. Advanced Instructional Practices. 3 credits.**

This seminar-style course is designed to develop teachers' skills in enhancing learning for all students by engaging them in activities that respond to their particular learning needs, strengths, and preferences. Instructional practices for differentiated instruction and culturally responsive pedagogies will be covered. Graduate students will learn about and engage in the processes of educational research. P. DC.

**EDU 586. Special Topics in Education. 2-3 credits. 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 credits. OD (Same as THL 587)**

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.

**EDU 590. First Year Teacher Induction Workshop. 3 credits. OD**

Designed to ease the isolation and provide continuity between the theory of pre-service preparation and the realities of teaching. Assistance provided in acquiring additional knowledge and instructional skills, combating the effects of isolation, and becoming integrated into a school community. P. DC.

**EDU 591. Clinical Practice (Student Teaching). 3-14 credits. FA, SP**

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. Secondary: P. Department consent; CO: EDU 593.

**EDU 593. Clinical Practice (Student Teaching) Seminar. 1 credit. FA, SP**

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. Ethics course. CO: EDU 591.

**EDU 595. Restorative Justice in the Eyes of our Youth. 3 credits.**

An introduction to the nature of restorative justice, community engagement, and developmental relationships, in a classroom setting, on a societal level, and in an interpersonal context. This course will survey the interplay between various systems that lead to injustice, specific behavior patterns, as well as analyze destructive and constructive human emotions, developmental relationships, and behavior. Students will be placed in metro area locations assisting youth. Students will use this practicum as an Academic Service Learning experience to help serve the community and put their Creighton and course learnings to practice. Prereq: Critical Issues in Human Inquiry course.

**EDU 600. Principles Of Curriculum Construction For Elementary And Secondary Schools. 3 credits. FA**

Course designed to prepare educators for instructional leadership in identifying curriculum determiners, planning procedures, and evaluation processes for both elementary and secondary schools. P. DC.

**EDU 601. Instructional Technology for the Classroom. 3 credits. SU**

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

**EDU 602. Faith Leadership in Catholic Schools. 3 credits. OD**

This course provides an introduction to the teachings of the Catholic Church in these areas: creed, liturgy and Sacraments, Christian morality, Christian prayer and spirituality, Catholic social teaching, and Scripture. This course will help leaders apply Catholic Church teaching to contemporary Catholic school issues, build faith community, and foster faculty/staff formation for mission. P. DC.

**EDU 603. Educational and Managerial Leadership in Catholic Schools. 3 credits. OD**

This course is designed to investigate educational leadership using the Catholic mission of the school as a focus and integrating principle. Students will also explore pertinent managerial leadership topics such as site-based management, models of shared leadership, school finance and the stewardship of school resources, and legal issues as they apply to the Catholic school setting, including safety. P. DC.

**EDU 606. Strategic and Political Leadership in Catholic Schools. 3 credits. OD**

This course addresses the strategic and political dimensions of Catholic educational leadership. Topics include strategic planning, governance, networks and coalitions, political advocacy, funding, public relations, and marketing. The course stresses innovation, collaboration, and advocacy in positioning schools for the future. Course assignments emphasize practical application of theory and best practices. P. DC.

**EDU 616. Consulting Techniques. 3 credits. 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 credits. SP**

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. P. DC.

**EDU 620. Practical Aspects Of School Law For Teachers And Administrators. 3 credits. FA, SP**

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. P. DC.

**EDU 623. Managing the School Climate. 3 credits. 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. P. DC.

**EDU 624. Supervision of Learning. 3 credits. FA**

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. P. DC.

**EDU 625. Practical Knowledge Of School Finance For Teachers And Administrators. 3 credits. SP**

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. P. DC.

**EDU 631. Leadership in the Administration of Human Resources in Education. 3 credits. OD**

EDU 633 requires students to learn and apply the theories and processes essential to effective leadership of the human resources function in PK-12 schools. Students will learn theories of human and organizational needs and apply them to public and private school settings. P. DC.

**EDU 652. Differentiating High School Teaching. 3 credits.**

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

**EDU 675. Special Methods for Magis Teachers. 3 credits. FA**

This course educates and mentors new Magis teachers in exploring their content areas. Magis teachers in secondary school placements research best methods in their content areas to continue their formation in teacher education and increase their knowledge base. The course delivery method is partially asynchronous and online, but also includes eight observations of the teacher in the classroom and multiple one-on-one meetings with the instructor to discuss observations and review the progress of the teacher in his/her classroom and content area growth. P. EDU 551, CO: EDU 686.

**EDU 680. Spirituality Of Teaching-Part I. 1 credit. OD**

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 credit. OD**

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 credit. FA**

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 and DC.

**EDU 687. Advanced Practicum In Catholic Education. 1 credit. SP**

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 credit. FA**

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. 3 credits. SP**

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 credits. SU**

Course emphasizes the global dimensions in education dealing with multi-cultural issues and the role of the leader. This course meets the Nebraska Department of Education human relations requirement. P. DC.

**EDU 793. Directed Independent Readings. 1-3 credits. FA, SP, SU**

Intensive reading in an area as approved by the department. P. DC.

**EDU 795. Directed Independent Study. 1-3 credits. FA, SP, SU**

Independent research on a topic designed by the student with the approval of an adviser from the department. P. DC.

**EDU 797. Directed Independent Research. 1-3 credits. FA, SP, SU**

Independent Research on a topic designed by the student with the approval of an adviser from the department. P. DC.

**EDU 799. Master's Thesis. 1-3 credits. FA, SP**

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.