

# EDUCATION

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## Graduate Study in Education

The Creighton University Department of Education offers a variety of graduate programs that respond to the needs of teachers in diverse settings. Applicants of certain programs 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 here (<https://www.creighton.edu/ccasdepartment/education/>).

## 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 (<http://catalog.creighton.edu/graduate/graduate-programs-courses/education/school-counseling/>)
- Educational Specialist Areas (<http://catalog.creighton.edu/graduate/graduate-programs-courses/education/educ-specialist/>)

## Accelerated Bachelor's to Master's Program:

- 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/>)
- English as a Second Language (<http://catalog.creighton.edu/graduate/graduate-programs-courses/education/graduate-certificate-english-second-language/>)
- K-12 Educational Leadership through Sports (<http://catalog.creighton.edu/graduate/graduate-programs-courses/education/sportsk12ad-grad-cert/>)

- Sports Leadership (<http://catalog.creighton.edu/graduate/graduate-programs-courses/education/graduate-certificate-sports-leadership/>)
- Teacher Leadership (<http://catalog.creighton.edu/graduate/graduate-programs-courses/education/graduate-certificate-teacher-leadership/>)
- Theology for Catechesis (<http://catalog.creighton.edu/graduate/graduate-programs-courses/education/graduate-certificate-theology-for-catechesis/>)

## Courses

### COU 603. Action Research in School Counseling. 3 credits.

This class introduces the basic elements of Educational Research with a specific focus on Action Research in the school setting. Students will be introduced to the Institutional Review Board (IRB) and an ethic of working with Vulnerable Populations. Students will start conceptualizing a small scale study.

### COU 604. Issues in Child and Adolescent Development for School Counselors. 3 credits.

This class is a consideration of child and adolescent development specifically for the school counselor. The course also focuses on preventive interventions that keep children and adolescents on the path to normal physical, cognitive, and social/emotional development.

### COU 605. Individual and Program Assessment in School Counseling. 3 credits.

This class will focus on the ethic of: selection, administration, score, interpretation, and communication of test results in the school counseling setting. Individual and program assessment will be covered.

### COU 606. Theoretical Perspectives in School Counseling. 3 credits.

An overview of counseling and career development theories to help students develop their theoretical orientation to school counseling.

### COU 609. Individual Planning and Counseling Techniques for School Counselors. 3 credits.

This class provides the student with the opportunity to demonstrate the specific skills and tools required within school counseling programs for individual planning and counseling. In addition, students will counsel and offer assistance to an individual student within the school setting.

### COU 613. Foundations of School Counseling. 3 credits.

Provide orientation to professional school counseling using the ASCA national Model and ASCA Ethical Model.

### COU 617. Practicum I: Introduction to School Climate and Procedures. 3 credits.

COU 617, COU 618, COU, 619 and COU 620 - Practicums 1-4 are required of students who enter the program without a teaching certificate and require students to accrue a total of 100 hours in a school setting by the end of the first year in the program. Practicum hours will provide student with required tasks to acquaint them with the culture of the school.

### COU 618. Practicum 2: Trends in School Policies and Practices. 3 credits.

COU 617, COU 618, COU, 619 and COU 620 - Practicums 1-4 are required of students who enter the program without a teaching certificate and require students to accrue a total of 100 hours in a school setting by the end of the first year in the program. Practicum hours will provide student with required tasks to acquaint them with the culture of the school.

**COU 619. Practicum 3: Curriculum, Instruction, and Assessment. 3-4 credits.**

COU 617, COU 618, COU, 619 and COU 620 - Practicums 1-4 are required of students who enter the program without a teaching certificate and require students to accrue a total of 100 hours in a school setting by the end of the first year in the program. Practicum hours will provide student with required tasks to acquaint them with the culture of the school.

**COU 620. Practicum 4: Differentiated Learning: Instruction, Classroom Management and Special Education. 3-4 credits.**

COU 617, COU 618, COU, 619 and COU 620 - Practicums 1-4 are required of students who enter the program without a teaching certificate and require students to accrue a total of 100 hours in a school setting by the end of the first year in the program. Practicum hours will provide student with required tasks to acquaint them with the culture of the school.

**COU 660. Group Counseling Approaches for Children and Adolescents. 3 credits.**

An overview of the knowledge and skills necessary to conduct successful small and large group counseling for children and adolescents.

**COU 663. Diagnosis and Mental Health Issues in Children and Adolescents. 3 credits.**

This class will introduce the task of using DSM principles to conceptualize a diagnostic impression for children and adolescents. The diagnostic impression is the second step after assessment in the continuum of care and treatment planning.

**COU 664. Issues in Elementary School Counseling. 3 credits.**

This class addresses the critical issues that permeate school counseling today. Issues revolve around the areas of academic success, career exploration, and personal/social development. These topics are related to the counselor who serves the elementary school setting.

**COU 665. Issues in Secondary School Counseling. 3 credits.**

This class addresses the critical issues that permeate school counseling today. Issues revolve around the areas of academic success, career exploration, and personal/social development. These topics are related to the counselor who serves the secondary school setting.

**COU 667. Social Justice and Diversity in School Counseling. 3 credits.**

This class will focus on cultural competence counseling in school settings. With the changing demographics and immigration/migration dynamics taking place locally, nationally, and internationally, students will be introduced to the diverse nature of students and their needs.

**COU 670. Selected Topics in Counseling. 1-3 credits. SU**

Theoretical and applied aspects of counseling as selected by the designated instructor.

**COU 682. Internship In Elementary School Counseling. 3 credits. FA**

This class culminates the students' clinical experience in an elementary school counseling setting. Students will demonstrate competence in the following areas: Individual, Group counseling, Individual Student Planning, Developmental Classroom Guidance, and Consultation.

**COU 683. Advanced Internship in Elementary School Counseling. 3 credits. SP**

This is a continuation of COU 682 and will culminate in the accumulation of the hours and experiences necessary for program completion.

**COU 684. Internship in Secondary School Counseling. 3 credits. FA**

This class culminates the students' clinical experience in a secondary school counseling setting. students will demonstrate competence in the following areas: Individual, Group counseling, Individual Student Planning, Developmental Classroom Guidance, and Consultation.

**COU 685. Advanced Internship in Secondary School Counseling. 3 credits. SP**

This is a continuation of COU 684 and will culminate in the accumulation of the hours and experiences necessary for program completion.

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

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

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

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

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

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

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

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.

**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 charism.

**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 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 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.

**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.

**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.

**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.

**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.

**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 503. Foundations of Education. 3 credits. SU**

EDU 503 serves as an introduction to the educational profession and Creighton University's graduate program in teaching. Students will acquire a basic understanding of contemporary topics in education, professional ethics, and legal responsibilities. The course emphasizes educational history and philosophy, as well as Ignatian principles of faith and justice.

**EDU 510. Growth and Development. 3 credits.**

This course covers the theory and research literature of human development in every phase of life. Physical, cognitive, language, motor, personality, social, affective, moral, and spiritual development are considered as the course seeks to prepare students for roles in school, counseling, or therapeutic settings. P. EDU 170 or PSY 201.

**EDU 525. Inclusion and Differentiation in the Elementary Classroom. 3 credits. FA, SP (Magis Designation: Ethics)**

This course is designed to acquaint the regular elementary or secondary classroom teacher with inclusion and differentiation strategies. This includes the characteristics of students with mild/moderate disabilities. The course highlights discussions of diagnostic and remedial techniques for students with disabilities in the general classroom. Ethics in the school setting will also be explored. Students complete a 15-20 hour practicum under supervision of a special education teacher. P. Ethics, Education Department Consent.

**EDU 535. Human Relations and Cultural Diversity. 1 credit. FA, SP, SU**

This graduate-level course explores the complexities of human relations and cultural diversity within educational settings. Emphasis will be placed on recognizing and addressing biases, fostering inclusive environments, and developing effective communication strategies for engaging with diverse individuals and groups. Students will focus on the areas of cultural understanding, interpersonal communication, and classroom integration through the lens of respecting human dignity and individual rights. This course meets the human relations requirement of the Nebraska Department of Education.

**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.

**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.

**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.

**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.

**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. 3 credits. SP**

Teacher candidates will learn how to identify and support students with special learning needs using assessment data and differentiated instruction. Topics include history of special education, IEP referral process, scaffolding techniques in lesson planning, and case studies. Application of skills will occur during a practicum experience. This course meets the Nebraska Department of Education special education requirements. P. Department consent.

**EDU 551. Curriculum, Instruction and Assessment. 3 credits. SU**

Teacher candidates will be introduced to how to develop unit plans and daily lessons. Student will learn how to develop and use learning intentions and success criteria that help identify if what has been taught was learned. Emphasis will be placed on aligning curriculum with standards, promoting student-centered learning, and utilizing assessment data to inform instructional decision-making.

**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.

**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.



**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.

**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.

**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.

**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 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. DC. CO: EDU 566, EDU 567, EDU 583.

**EDU 566. Methods of Teaching Science of Reading in the Elementary School. 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. 211; Admission to major. 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. CO: EDU 565.

**EDU 568. K-8 Math Content and Pedagogy. 3 credits. SP**

K-8 Math Content and Pedagogy is designed for pre-service teachers and provides an in-depth exploration of essential K-8 mathematics content. The course emphasizes developmentally appropriate instructional strategies tailored to elementary and middle school students. This competency-based course prioritizes critical thinking, problem-solving, and interactive teaching methods ensuring that future educators are equipped to create engaging and effective learning environments. Some other key components of the course are a thorough evaluation of current curricular materials commonly used by school systems, the strategic use of assessment to inform and guide instruction, and student math discourse. Students are required to complete a 25-hour practicum as part of this course. Satisfies Magis Designation: Oral Communications. P. Oral Communication course; Education major. 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**

EDU 575 is designed to introduce the pedagogical tools necessary for first-semester teachers to build confidence in methods of classroom instruction. The course combines pedagogical theory, content-specific application, and reflective practice to develop students' ability to implement strategies for building classroom community, enhancing student engagement, and aligning course objectives with lessons and assessments. Content-area methods explored and developed in the course are concurrently applied in their classroom field placements.

**EDU 580. Literacy Strategies. 3 credits.**

This course will equip secondary teachers with essential literacy strategies to enhance students' reading fluency and comprehension across content areas. Students will learn about the Science of Reading and ways to address barriers and adapt strategies for diverse learners.

**EDU 583. Classroom Management. 3 credits. SU**

Teacher candidates will learn how to facilitate student learning by establishing positive student relationships. The course emphasizes the use of behavioral expectations, reinforcement, procedures, and student responsibility both for actions and for reconciliation.

**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). 1-14 credits. FA, SP**

This course provides students with the opportunity to apply theoretical knowledge and pedagogical skills in authentic classroom settings. Students work closely with mentor teachers and university supervisors while engaging in practical teaching, observation, reflection, and collaboration. Emphasis is placed on developing and refining instructional strategies, classroom management techniques, and assessment practices. EDU 591 meets the Nebraska Department of Education's clinical practice requirement. Satisfies Magis: Designated Ethics.

**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. DC.

**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 685. Magis Capstone: Forming Ignatian Educators. 3 credits.**

Course serves the capstone experience for Magis Catholic Teacher Corps participants' education and training. Students reflect on principles and practices of teaching and complete a culminating artifact of work. Coursework focuses on the Ignatian Pedagogical Paradigm, Magis' pillars of formation, and components of the program's graduate at Graduation.

**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.

**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.