

SECONDARY SCHOOL TEACHING, M.ED.

Master of Education in Secondary Teaching (with Initial Teacher Certification)

These programs are designed for college graduates who have earned a degree in an endorsable content area who are seeking teaching certification in Nebraska with a master's degree. These programs are accredited/approved by state, regional, and national accrediting agencies, including the Council for the Accreditation of Educator Preparation and the Nebraska Department of Education.

Many courses include field experience at an elementary or secondary school and the Creighton preservice teacher must arrange his or her own transportation. Prior to any education program coursework or field experience, the teacher education candidate must sign and have notarized two affidavits assuring that, a) he or she does not have a felony or misdemeanor conviction involving abuse, neglect, or sexual misconduct; and b) the teacher education candidate is in sound mental capacity. The candidate must maintain this status throughout the program. Also, prior to the first field experience, and again prior to student teaching, the preservice teacher must have a satisfactory background check through the Education Department.

Candidates will be provisionally licensed in Nebraska during their first summer in the program before they assume teaching responsibilities in the Magis placement in August of the first year. Certification for other states will vary.

Program Goals for M.Ed. Secondary School Teaching

At graduation, Creighton teachers will:

1. Use student personal data to adjust teaching and learning opportunities.
2. Differentiate instruction so that all learners have the opportunity to succeed.
3. Facilitate student responsibility for behavior and classroom environment.
4. Have a passion to open up their subject area to student led inquiry.
5. Engage all students in critical thinking and collaborative problem solving.
6. Use student assessment data to redesign teaching and learning opportunities.
7. Prepare lessons in which students have multiple opportunities to demonstrate understanding.
8. Use research-based classroom strategies, including technological tools, to facilitate student engagement in learning.
9. Be ethical practitioners who seek to continually grow through ongoing professional learning and personal goal setting.
10. Communicate and collaborate with colleagues, families, and communities to enhance student learning opportunities.

11. Be faith leaders in religious schools, especially Catholic schools.
12. Understand their profession as a calling to serve (magis, Ignatian Pedagogical Paradigm).

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

Teacher Residency track

This 30 credit hour option is for students seeking to receive a standard master's degree and teaching certificate. It involves a year-long residency in a middle school or a high school. Coursework, other than student teaching, is delivered online. Student teaching experience is important in order to provide students ample opportunities to apply the knowledge and skills of teaching practice and to learn the professional ways of acting required of a school teacher. Scholarships for 1/2 of tuition costs are available to qualified students. Courses required are:

Teacher Residency Track Requirements (30 Credits):

Code	Title	Credits
SUMMER		
EDU 503	Foundations of Education	3
EDU 535	Human Relations and Cultural Diversity	1
EDU 551	Curriculum, Instruction and Assessment	3
EDU 583	Classroom Management	3
EDU 601	Instructional Technology for the Classroom	3
FALL		
EDU 575	Contemporary Teaching Methods in Your Content Area, Grades 7-12	3
EDU 580	Literacy Strategies	3
EDU 591	Clinical Practice (Student Teaching)	3
SPRING		
EDU 510	Growth and Development	3
EDU 548	Differentiating Instruction	3
EDU 591	Clinical Practice (Student Teaching)	2
Total Credits		30

Magis Catholic Teacher Corps track

This 36 hour option seeks to develop a core of highly motivated teachers to work in under-served 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:

Code	Title	Credits
SUMMER I		
EDU 551	Curriculum, Instruction and Assessment	3
EDU 535	Human Relations and Cultural Diversity	1
EDU 583	Classroom Management	3
FALL I		
EDU 575	Contemporary Teaching Methods in Your Content Area, Grades 7-12	3
EDU 580	Literacy Strategies	3
SPRING I		
EDU 548	Differentiating Instruction	3
EDL 605	Foundations of Catholic Education	3

SUMMER II

EDU 503	Foundations of Education	3
EDU 510	Growth and Development	3
EDU 601	Instructional Technology for the Classroom	3

FALL II

EDU 572	Action Research and Assessment for Teachers	3
EDU 591	Clinical Practice (Student Teaching)	1

SPRING II

EDU 591	Clinical Practice (Student Teaching)	1
EDU 685	Magis Capstone: Forming Ignatian Educators	3

Total Credits **36**

Courses**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 priorities 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.