EDUCATION AND COUNSELOR EDUCATION

Chair: Timothy J. Cook
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Director of Secondary Education: Thomas A. Simonds, S.J.
Director of Elementary Education: Debra Ponec
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The Education Department develops “Effective Leaders in the Jesuit Tradition” who will work toward the optimal learning of every student. The programs integrate Jesuit charisms, technology, cultural issues, and authentic assessments. There are two undergraduate programs: elementary education (major) and secondary education (co-major); three graduate programs: M.Ed. (majors: elementary, secondary); M.S. in educational leadership (elementary, secondary, or PK-12), and school counseling (elementary or secondary). Students in the Magis Catholic Teacher Corps are enrolled in one of the graduate programs. Many courses include field experience at an elementary or secondary school, and students must arrange their own transportation. Prior to any education program coursework or field experience, the student must sign and have notarized an affidavit assuring that a) the student does not have a felony or misdemeanor conviction involving abuse, neglect, or sexual misconduct and b) the student is in sound mental capacity. The student must maintain this status throughout the program. Prior to the first field experience and again prior to student teaching, the student must have a satisfactory background check through the Education Department.

The Department of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the State of Nebraska.

Majors in Education and Counselor Education

Specific Requirements for Admission to Education Programs

Students will be allowed to register for 300 level and above courses only after receiving formal admission to the Education Department. In order to be considered for admission, students must obtain and maintain a minimum GPA of 2.5, achieve acceptable scores on the Praxis Core Test, receive acceptable grades in EDU 170 Diversity and Justice in Education, EDU 208 Understanding and Serving Diverse Populations in Education, and EDU 211 Exploring Child and Adolescent Development, and complete department application procedures, including letters of recommendation and a satisfactory background check through the Education Department. In addition, an interview, and portfolio review may be requested by the Selection and Retention Committee.

- B.S., Major in Elementary Education (P-6) (http://catalog.creighton.edu/undergraduate/arts-sciences/education-counselor-education/elementary-education-bs)

In addition to completing all requirements of the chosen programs in the Education and Counselor Education Department, students must consult with the Education Department and with the appropriate agency in the state in which they intend to teach.

Certificate Programs in the College of Professional Studies

This department offers the following certificate program to students in the College of Professional Studies:

Early Childhood Education (http://catalog.creighton.edu/undergraduate/professional-studies/early-childhood-cert)

Courses

COU 390. Residence Halls Advising. 3 credits. FA, SP
Designed to give resident assistants (RA's) knowledge of the role of residence halls in promoting the growth and development of college students and to provide them with the requisite knowledge and skills in helping, problem-solving, crisis management, community development, and programming to achieve this goal. P: Resident halls advisers only.

EDU 103. American Education And The Interactive Process. 3 credits. FA, SP
Course, both lecture and laboratory oriented, provides an approach to teacher education that includes an opportunity for students to acquire a basic understanding of the history and philosophy of education and to become involved in interacting and role playing in problem-solving situations. Emphasis on cultural diversity and human relations characterize this course. P: Soph. stdg. or above.

EDU 131. Literature for Children. 3 credits. FA
Study of children’s literature, pre-primary through junior high; history; types; the contemporary scene; extensive required readings.

EDU 170. Diversity and Justice in Education. 3 credits. FA, SP
Course, both lecture and field-based oriented, provides inquiry into the professional field of education. Problem-solving activities, critical thinking case studies, and simulations will provide opportunities for students to explore the purposes of education, development of curriculum, cultural diversity of students and families, and history and philosophy of education. CO: COM 101.

EDU 208. Understanding and Serving Diverse Populations in Education. 3 credits. FA, SP
Course designed to provide teacher educators with an understanding of and skills to serve students and their families in a pluralistic society. Topics include cultural diversity foundations, diverse populations, and diversity issues impacting education and learning. This course meets the human relations requirement of the Nebraska Department of Education. A total of 35 clock hours of K-12 classroom aiding required in conjunction with EDU 208 or EDU 211. P: EDU 103 or 170 and a background check; DC and CO: EDU 211.

EDU 209. Methods of Teaching Physical Education and Health in the Elementary School. 3 credits. FA, SP
Organizational and instructional techniques for elementary school physical education activities. Specific emphasis on classroom movement activities to enhance learning as well as health and nutrition. Combination of lecture and laboratory session. P: EDU 103 or 170, and DC.
EDU 210. Child And Adolescent Development. 3 credits. FA, SP
An overview of maturation in childhood and adolescence focusing on individual differences and similarities in biological, social, cognitive, and affective development from the perspectives of psychology, sociology, and anthropology. Emphasis on processes that have practical application for teachers and parents. A total of 35 clock hours of K-12 classroom aiding required in conjunction with EDU 208 or EDU 210. P: EDU 103; DC and CO: EDU 208.

EDU 211. Exploring Child and Adolescent Development. 3 credits. FA, SP
An introduction to the defining elements of scientific methodology with emphasis on the theories and concepts necessary for a teacher’s or parent’s understanding of child and adolescent development. A total of 35 clock hours of K-12 classroom aiding is required in conjunction with EDU 208 and EDU 211. P: DC.

EDU 242. Computer Related Technologies In Teacher Education. 2 credits. FA, SP
Introduction to computer related technologies in the elementary classroom. Designed to give students a working knowledge of technologies currently being used in schools as curriculum enhancers and productivity tools. P: EDU 103 or EDU 170, DC.

EDU 315. World Geography. 3 credits. FA, SP
World patterns of land and water distribution, landforms, climatic regions, population and natural resources, socio-economic implications. P: EDU DC.

EDU 320. Leadership: Theories, Styles, And Skills. 3 credits. OD (Same as COM 320)
Course designed to offer participants an opportunity to gain a working knowledge of leadership theories and group dynamics. Designed to develop and improve leadership skills and to learn how to apply these skills in a practical setting. P: Jr. stdg. or IC; One Magis Core Understanding Social Science course.

EDU 341. General Methods In Secondary Teaching. 3 credits. SP
This course introduces students to the general principles of teaching in a secondary school. The course addresses planning for instruction, teaching methods, and assessing student achievement. Students serve as teacher aides two afternoons a week for a total of 25 hours. P: EDU 103 or EDU 170, EDU 208, EDU 210 or EDU 211; Jr. stdg. Adm. to Dept. CO: EDU 342, EDU 525; DC.

EDU 342. Technology Laboratory In Secondary Education. 2 credits. SP
Development of skills in computer-related technology as curriculum enhancers and productivity tools for teaching and learning in secondary schools. P: EDU 103 or EDU 170, EDU 207 or EDU 208, EDU 210; Jr. stdg. CO: EDU 341.

EDU 345. Philosophy for Children. 3 credits. (Same as PHL 345)
This course introduces a curriculum aimed at fostering creative and critical thinking for children. Philosophy begins in wonder. This course seeks to reawaken the sense of wonder and protects children’s capacity of questioning. A careful examination on the issue from both the theory and practice of doing philosophy with children will be involved. P: One Magis Core Philosophical Ideas course, and one of the following: PHL 201, PHL 250, PHL 270, PHL 271, PHL 272, PHL 275, PHL 300, PHL 320, or PHL 399.

EDU 450. Violence in America: Nature, Consequences, and Personal Responses. 3 credits. (Same as SRP 450)
This course explores some of the many forms of violence in America and the nature of violence as a social, cultural, and legal construct. The nature and consequences of American violence will be studied with an emphasis on understanding the dynamics and then formulating ethically appropriate personal responses. P: Sr. stdg. and PHL 250 or THL 250.

EDU 454. The Role of the Professional Educator in Establishing a Learning Environment. 1 credit. FA
This course, the "August Experience," offers students a realistic experience and understanding of the roles of both the professional educator and support staff in the school community; the importance of creating structure in the classroom/learning environment; and gain insight regarding how a school year is initiated. P: EDU 565/EDU 566 or EDU 568/EDU 569; DC.

EDU 463. Communication Consulting. 3 credits. AY (Same as COM 463)
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. P: COM 203.

EDU 470. Poverty in America. 3 credits. (Same as SRP 470)
The intent of this course is to provide students with an understanding of the cultural, economic and political structures of an impoverished society, to understand the dilemmas inherent in poverty and to develop an attitude of sensitivity and connectedness with those in this plight. P: PHL 250 or THL 250; One Magis Core Critical Issues in Human Inquiry course; IC.

EDU 488. Personal And Spiritual Dimensions Of Leadership. 3 credits. OD (Same as COM 488, SRP 488, THL 488)
The purpose of the course is to give students the opportunity to engage in introspection and examination of their personal belief and value systems as it relates to leadership. The course begins from the assumption that leadership is a journey that begins within and examines the relationship between leadership theory and Christian spirituality. Biographical examples will be analyzed; biographies will be drawn from diverse fields such as health, science, business, government, sports and education. P: PHL 250 or THL 250 or HRS 200; Sr. stdg.

EDU 493. Directed Independent Readings. 1-6 credits. OD
May be repeated to a limit of six hours. P: DC.

EDU 495. Directed Independent Study. 1-6 credits. OD
May be repeated to a limit of six hours. P: DC.

EDU 497. Directed Independent Research. 1-3 credits. OD
Student-initiated project under direction of a faculty member. May be repeated to a limit of six hours. P: DC.

EDU 500. Remedial Reading. 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; DC.

EDU 501. Psychology Of Exceptional Children. 3 credits.
A multidisciplinary and life span approach to the study of persons with differences. P: DC.
EDU 525. Procedures for Including Students with Mild/Moderate Disabilities in the Regular Classroom. 3 credits. FA, SP
Course designed to acquaint the regular elementary or secondary 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: DC; CO: EDU 565/EDU 566 or EDU 568/EDU 569 or EDU 341 or EDU 551.

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: DC.

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 548. Teaching Reading In Content Areas In Middle And Secondary Schools. 3 credits. FA, SU
Course designed for junior-high and secondary-school content-area teachers who have had little or no background in the field of teaching reading. Practical concepts, techniques, strategies and activities designed to enable the content-area teacher to develop better a student’s reading skills and abilities while utilizing content materials. P or CO: EDU 341/EDU 342 or EDU 551/EDU 552, Jr. stdg; DC.

EDU 551. Methods Of Instruction For Secondary Teaching. 3 credits. FA, SU
This course introduces students to the general principles of teaching in a secondary school. The course addresses planning for instruction, teaching methods, and assessing student achievement. Students practice their skills outside of class through weekly fieldwork experiences in local schools. P: DC; P: or CO: EDU 503, EDU 510, EDU 583.

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 20 clock hours of field experience will be required in conjunction with EDU 556. P: EDU 211.

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: EDU 210.

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 15 hour field experience, which will allow the students to put into practice the skills they have learned throughout this course. P: EDU 210 and EDU 556.

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 15-hour field experience, which will allow the students to put into practice the skills they have learned throughout this course. P: EDU 210 and EDU 556.

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: EDU 210 and EDU 556.
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 25-hour practicum, which will allow the student to put into practice all of the knowledge gained in the previous 5 ECE courses. P: EDU 210, EDU 556, EDU 557, EDU 558, EDU 559, and 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, SP
Emphasizes content and methods in teaching language arts in elementary and middle school. Students complete a minimum of 32 hours of practicum in a school classroom (EDU 556/EDU 566). P: EDU 103 or EDU 503; EDU 210 or EDU 211 or EDU 510; DC: 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. Students complete a minimum of 32 hours of practicum in a school classroom (EDU 565/EDU 566). P: EDU 103 or EDU 503; EDU 210 or EDU 510; DC: 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: EDU 103 or EDU 503; EDU 210 or EDU 211 or EDU 510; DC.

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, systematics 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. Students complete a 25-hour practicum (EDU 568/EDU 569). P: EDU 103 or EDU 503; EDU 210 OR EDU 211 or EDU 510; DC: CO: EDU 568.

EDU 575. Action Research in Your Content Area. 3 credits. FA
The purpose of the course is to give students a working knowledge of educational research methods and secondary teaching methods within a content area. Students will explore best practices in teaching secondary content areas using site based interviews, literature reviews, and a variety of classroom activities. This course includes a 25 hour practicum experience in a local school, which is an integral part of this course. P: DC; P or CO: EDU 341 and EDU 342 or EDU 551 and EDU 552, or DC.

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. Management Practices For Classroom Teachers. 3 credits. FA, SU
Creating and/or maintaining a positive learning environment through techniques of observation, description, measurement and evaluation for optimum student learning. P or CO: EDU 341 or EDU 503 or EDU 565/EDU 566 or EDU 568/EDU 569 or DC. Graduate standing required or DC for summer offering.

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: EDU 341, and EDU 342 or EDU 551, EDU 548, EDU 525, EDU 583, EDU 575; CO: EDU 593. Elementary: P: EDU 500, EDU 525, EDU 565, EDU 566, EDU 567, EDU 568, EDU 569, EDU 583; CO: EDU 593; DC.

EDU 593. Clinical Practice (Student Teaching) Seminar. 1 credit. FA, SP
Student teachers deal with issues of classroom management, communication with families and communities, applications, portfolios, interviews, and relevant teaching concerns. CO: EDU 591.