

EDUCATIONAL SPECIALIST AREAS

Customize the M.S. degree in Educational Specialist Areas by selecting two teacher specialization track options (Concentrations) from Catholic School Leadership, Early Childhood Education, English as a Second Language, Teacher Leadership, or Sports Leadership.

Students who are currently pursuing or have been awarded a Graduate Certificate in Catholic School Leadership, Early Childhood Education, English as a Second Language, Teacher Leadership, or Sports Leadership from Creighton may apply those courses toward the degree requirements to fulfill one of the two Concentrations. Students that are admitted to the M.S., Educational Specialist Areas degree program will be awarded a Graduate Certificate for their first Concentration if they were pursuing it and it was in progress at the time in which they are admitted to the master's degree program.

Students who are admitted directly into the M.S., Educational Specialist Areas will be awarded the degree upon completion of the program. Concentration Area will be included on the official transcript.

Outcomes for each Concentration track offered within the Educational Specialist Areas degree:

Early Childhood Education Concentration outcomes

- Graduates will be able to use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.
- Graduates will know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.
- Graduates will know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.
- Graduates will be able to understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Graduates will be able to understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.
- Graduates will be able to use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Graduates will be able to understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Graduates will be able to use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

- Graduates will be able to know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Catholic School Leadership Concentration outcomes

Those who complete the Catholic school leadership certificate program are fully prepared to provide mission-centered leadership and inspire others to embrace a shared vision for the future.

- Graduates will know how to promote the distinctive mission of Catholic education
- Graduates will know to lead a school faith community and build a positive Catholic culture
- Graduates will know what the trends are in Catholic school education
- Graduates will know how to plan strategically to increase funding and enrollment
- Graduates will know how to advocate for Catholic schools and their families

Teacher Leadership track outcomes

- Graduates will become educational leaders who promote the success of all students by enabling a collaborative vision of student success, by sustaining a positive school culture, by effectively managing the school, and by responding to diverse community and political interests in the community.
- Graduates will be able to lead processes that collect and analyze information and that lead to decisions which effect change and improve the school.
- Graduates will be become school leaders whose educational values are based on the Ignatian and Education Department charisms of cura personalis, magis, men and women for and with others, and contemplation in action.
- Graduates will be able to communicate knowledge gained to specialized and non-specialized persons alike orally and in writing.
- Graduates will incorporate reflective practice and apply ethical principles such as integrity and fairness when making personal and professional decisions.

English as a Second Language (ESL also known as ELL) Concentration outcomes

- Graduates will know, understand, and use the major theories and research related to the structure and acquisition of language to help English Language Learners' (ELLs) develop language and literacy and achieve in the content areas.
- Graduates will know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.
- Graduates will know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction.
- Graduates will demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELLs.
- Graduates will keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching.

They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families.

Sports Leadership Concentration outcomes

- Identify theories of leadership and how the theories apply to sports leadership;
- Demonstrate an understanding of current issues in sports leadership;
- Integrate Jesuit charisms and Ignatian practices into sports leadership topics

M.S., Educational Specialist Areas degree requirements (36 credits)

Choose two Concentrations from the following five options:

Early Childhood Education (Begins in fall of even years or OD)

| Code | Title | Credits |
|----------------------|--|-----------|
| EDU 556 | Foundations and Best Practices of Early Childhood Education | 3 |
| EDU 557 | Investigating Critical and Contemporary Trends and Issues in Early Childhood Education | 3 |
| EDU 558 | Content and Methods Specific to Early Childhood Education | 3 |
| EDU 559 | Significant Concepts for Early Childhood Education | 3 |
| EDU 560 | Assessment, Observation, Screening and Evaluation in Early Childhood Education | 3 |
| EDU 561 | Becoming an Early Childhood Teaching Professional | 3 |
| Total Credits | | 18 |

Catholic School Leadership

| Code | Title | Credits |
|------------------------|--|-----------|
| EDL 605 | Foundations of Catholic Education | 3 |
| EDL 622 | School Law | 3 |
| EDL 626 | Strategic Resourcing | 3 |
| EDL 627 | Strategic and Political Leadership in Catholic Schools | 3 |
| 2 EDL or EDU electives | | 6 |
| Total Credits | | 18 |

Teacher Leadership

| Code | Title | Credits |
|-----------------------|---|-----------|
| EDL 613 | Intervention Strategies | 3 |
| EDL 614 | Leading Professional Learning Communities | 3 |
| EDL 615 | Student Centered Coaching | 3 |
| EDL 616 | Analyzing Student Work | 3 |
| EDL 635 | Internship I in Teacher Leadership | 3 |
| EDL 609 or EDL 610 | Curriculum, Instruction, and Assessment, Part I Curriculum, Instruction, and Assessment, Part II | 3 |
| Total Credits | | 18 |

English as a Second Language (Begins in fall of odd years or OD)

| Code | Title | Credits |
|---|--|-----------|
| EDU 541 | Curriculum Design For English As A Second Language | 3 |
| EDU 542 | Methods In English Language Learning | 3 |
| EDU 543 | Practicum In English Language Learning | 3 |
| EDU 544 | Framework of World Languages and Cultures | 3 |
| EDU 692 | Cultural Issues in Education | 3 |
| Choice of one EDL or EDU course with guidance from advisor. | | 3 |
| Total Credits | | 18 |

Sports Leadership

| Code | Title | Credits |
|---|---|-----------|
| MSL 626 | Failing and Failure in Leadership | 3 |
| MSL 627 | Leading Champions: Lessons by and from Extraordinary Athletes and Coaches | 3 |
| MSL 628 | Contemporary Issues in Sports Leadership | 3 |
| MSL 700 | Foundations of Sports Leadership | 3 |
| MSL 701 | Coaching and Leading Through an Ignatian Lens | 3 |
| Elective from EDU, EDL, MSL masters level courses | | 3 |
| Total Credits | | 18 |

| Code | Title | Credits |
|----------------------|--|-----------|
| GRD 600 | Orientation to Creighton | 0 |
| EDL 613 | Intervention Strategies | 3 |
| EDL 616 | Analyzing Student Work | 3 |
| EDL 614 | Leading Professional Learning Communities | 3 |
| EDL 615 | Student Centered Coaching | 3 |
| EDU 692 | Cultural Issues in Education | 3 |
| EDU 541 | Curriculum Design For English As A Second Language | 3 |
| EDU 542 | Methods In English Language Learning | 3 |
| EDU 543 | Practicum In English Language Learning | 3 |
| EDU 544 | Framework of World Languages and Cultures | 3 |
| EDL 635 | Internship I in Teacher Leadership | 3 |
| EDU 685 | Magis Capstone: Forming Ignatian Educators | 3 |
| Total Credits | | 33 |