

# EDUCATION

Chair: Timothy J. Cook, PhD  
 Associate Chair/Accreditation Coordinator: Ronald D. Fussell, EdD  
 Director of Secondary Education: Max T. Engel, PhD  
 Director of Elementary Education: Jean L. Hearn, EdD  
 Director of Counselor Education: Jan Powers, PhD  
 Director of Educational Leadership: Ann T. Mausbach, PhD  
 Coordinator of Early Childhood Education: Jean L. Hearn, EdD  
 Department Office: Eppley, Room 450

## Mission

Faculty and staff in the Education Department empower teachers, administrators, and counselors to transform the lives of their students by preparing graduates to be compassionate and effective leaders in the Jesuit tradition.

## Vision

In the Jesuit tradition, we graduate women and men who build a better world by living and leading according to these charisms:

- # Reflective practice (contemplation in action),
- # Care for others (*cura personalis*),
- # Promotion of service, justice, and inclusive community (men and women for and with others),
- # Sharing gifts for the greater good and the greater glory of God (*magis, ad majorem Dei gloriam*).

## Marks of Distinction

Faculty and staff in the Department of Education will be known for:

- # Placing the Jesuit charisms and Ignatian pedagogy at the center of all coursework.
- # Emphasizing social justice so that our graduates are formed to lead in highly diverse schools.
- # Providing specialized preparation so that our graduates are ready to serve students with diverse needs and backgrounds in P-12 schools.
- # Providing specialized preparation for those who wish to serve in Catholic schools.

## Programs

The department offers three undergraduate programs: elementary education (major), early childhood (certificate), and secondary education (co-major). Our master's degrees and graduate certificates are described in the Graduate School section of the University Catalogue.

## Student Field Experience and Professional Background Requirements

Many of our courses include field experiences at an elementary or secondary school, and students must arrange their own transportation to complete these field experiences. Prior to admission and field experiences, 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 possesses the mental capacity to fulfill the duties of a

professional educator who will be responsible for students. After submitting the professional affidavit, any new convictions or changes in ability to fulfill the duties of a professional educator must be reported to the Director of Field Placement as soon as possible. Prior to the first field experience and again prior to student teaching, the student must pass a background check as specified by our Department.

*The Department of Education is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and approved by the State of Nebraska.*

## Majors in 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 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 and EDU 211 Exploring Child and Adolescent Development, and complete department application procedures, including a satisfactory background check through the Education Department. In addition, an interview 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/>)
- Co-Major: Secondary School Teaching Endorsement (7-12) (<http://catalog.creighton.edu/undergraduate/arts-sciences/education-counselor-education/co-major-secondary-school-teaching-endorsement/>) - available only to current Seniors

### Elementary Education (AAS to BS)

Students who have successfully earned the Associate in Applied Science (AAS) degree in Early Childhood Education at Metropolitan Community College may be eligible to earn the Bachelor of Science (BS) degree in elementary education at Creighton University.

- Elementary Education AAS-BS (<http://catalog.creighton.edu/undergraduate/arts-sciences/education-counselor-education/elementary-education-aas-to-bs/>)

### Accelerated Masters Program

- BS-Elementary Ed / MS-Educational Specialist Areas (<http://catalog.creighton.edu/undergraduate/arts-sciences/education-counselor-education/bs-eled-ms-edsa/>)

## Minor in Education

The Education Minor offers students the opportunity to explore education and the vocation of teaching while also attaining a major in another academic area or college. Numerous courses within the EDU minor also fulfill Magis Core requirements and this minor pairs well with any degree offered in CCAS, HCB, or SON. Nine of the eighteen credits can be put directly towards a Master's Degree in Education if the student applies for the Accelerated Bachelor's to Master's Degree program in Education.

Students must meet with the Secondary Education Director to formalize intent to pursue the EDU minor. This meeting should happen early in a student's pursuit of the minor but *must* occur prior to the student enrolling in any of the 500-level courses.

## Education minor requirements (18 credits)

Code	Title	Credits
Choose one of the following:		
EDU 170	Diversity and Justice in Education	3
EDU 299	Understanding Educational Assessment and Statistical Reasoning	3
Choose one of the following:		
EDU 104	Integration of Art, Music, and PE	3
EDU 131	Literature for Children	3
Choose one of the following:		
SWK 261	Social Welfare Needs of Vulnerable Populations: Exploring Helping Role from Social Work Perspective	3
SWK 299	Addictions: Substances, Processes and People	3
SWK 376	Family Violence	3
SWK 377	Grief, Loss & Bereavement	3
SWK 399	Trauma Care for the Whole Person	3
EDU 299	Understanding Educational Assessment and Statistical Reasoning (Only if not taken as an intro course)	3
Each of the following are required:		
EDU 510	Growth And Development	3
or PSY 510	Growth and Development	3
EDU 595	Restorative Justice in the Eyes of our Youth	3
EDU 525	Inclusion and Differentiation in the Elementary Classroom	3
Total Credits		18

In addition to completing all requirements of the chosen programs in the Education Department, students must consult with the Education Department and with the appropriate agency in the state in which they intend to teach in order to learn about all of the requirements for teacher certification.

## Courses

### EDU 104. Integration of Art, Music, and PE. 3 credits. (Magis Core: Fine Arts)

The purpose of this course is to present pre-service elementary school teachers with research-based evidence that supports the integration of art, music, movement and physical education activities across the curriculum. This course will provide the students with an overview of the fundamentals of these disciplines and will facilitate an appreciation for each. It will allow students to explore and savor the breadth of human knowledge and experience and uncover their own often hidden capabilities, which can then be passed on to the students that they will serve. There will be an emphasis on lesson planning, development of appropriate classroom management strategies, culturally relevant pedagogy, and efficient classroom transitions. Additionally, the students will discover that hands-on incorporation of the fine arts and PE will promote communication, inquiry, and engagement in daily teaching experiences. Students who complete EDU 104 will gain an understanding that the fine arts, human movement and physical activity are all central elements that foster creative, active, and healthy lifestyles, which in turn enhance the quality of life for elementary students. This course is designed to give students current, relevant, and practical teaching strategies, so they will be prepared to enter the workforce as confident, competent, and skilled teachers. Satisfies Magis Core: Fine Arts.

### 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 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 211. Exploring Child and Adolescent Development. 3 credits. FA, SP (Magis: Understanding Social Science)

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 211. Satisfies Magis Core Understanding Social Science.

### 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 170.

### EDU 299. Understanding Educational Assessment and Statistical Reasoning. 3 credits.

EDU 299 is a review of accepted educational assessment and measurement strategies and strategies for the use of statistical reasoning in reaching conclusions about data. P. Mathematical Reasoning and Understanding Social Science. P. Mathematical Reasoning; Understanding Social Science.

### 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 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. Philosophical Ideas course, and one of the following: PHL 398 (was 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. Oral Communication; COM 200 Communication Practices; COM 300 Research Methods; COM 360 Organizational Communication.

**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. Critical Issues in Human Inquiry course; IC.

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

Focus of the course is on meeting the variety of individual educational needs that confront a teacher of reading. Techniques, methods, materials, and organizational systems that can be used within the framework of daily instruction. Students participate in a practicum during class. P. EDU 566.

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

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

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

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

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

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

**EDU 523. Foundations of Education Seminar II. 1 credit.**

This one-credit course delves the importance of family and school community Catholic Social Teaching, the Jesuit focus on faith and justice, and contemporary pedagogy resisting oppression, including work by Paulo Freire. It reviews Jesuit spirituality from the second 1-credit seminar and introduces conversation about work-life balance. P. EDU 521, EDU 522; Admission into Education Department; Graduate standing.

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

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

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

Practical experience in the observation and conduct of classroom teaching and related activities for the mildly/moderately handicapped. This experience is obtained under the immediate supervision of a fully experienced cooperating teacher and a University supervisor. Application to the Director of Field Experiences for all student teaching must be made before February 1 for the Fall Semester and October 1 for the Spring Semester. The number of credit hours must be approved by the Director of Field Placement. P. EDU 591, 593, or initial teaching certificate; Sr. stdg; DC.

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

Course designed to provide teacher educators with human relations skills and to foster insight into effective communication with diverse racial and/or cultural groups. This course meets the human relations requirement of the Nebraska Department of Education. P. Admission into Education Department.

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

Practical experience in the observation and conduct of classroom teaching and related activities for students with mild/moderate disabilities. This experience is obtained under the immediate supervision of a fully experienced cooperating teacher and University supervisor; scheduled conferences with both are required. Application to the Director of Field Experiences for all student teaching must be made before Feb. 1 for the fall semester and October 1 for the spring semester. The number of credit hours must be approved by the Director of Field Placement. P. EDU 591, EDU 593, Sr. stdg. or initial teaching certificate; DC.

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

This course is designed to provide students with the knowledge and skills necessary for understanding and designing curricular models for P-12 students who are acquiring English as their new language. Students will learn theories of second language acquisition, English as a Second Language (ESL) legislation and issues, models of curriculum design, and language assessment. P. DC.

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

This course is designed to provide students with the knowledge and skills necessary for using appropriate strategies and techniques with P-12 students who are acquiring English as their new language. Students will learn theories of second language acquisition, conduct language assessments, plan and implement lessons using bilingual/bicultural materials, and understand how to work with culturally/linguistically diverse families and interpreters. P. Department Consent.

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

This course is the capstone for the teaching endorsement "English as a Second Language." Students will work in a P-12 school setting with students whose native language is not English. This course meets the certification requirements of the Nebraska Department of Education for a supplemental endorsement. P. Department consent.

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

Students will examine and compare cultural and language frameworks from world regions in order to understand the cultural and/or language dissonance experienced by limited or non-English speaking individuals in the United States. P. DC.

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

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

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

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

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

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

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

A course designed for teacher candidates interested in the use of instructional technology. The course content will relate to the ways in which technology can support and enhance the instructional process in education. P. EDU 503, 510, 583; CO: EDU 551.

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

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

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

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

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

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

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

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

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

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

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

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

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

Workshop evaluating characteristics of organizations (including schools and service organizations). Practical training in assessing the effectiveness of such interventions as curriculum, training and development, and personnel. Special emphasis on planning, conducting, and interpreting surveys; developing questionnaires, interpreting results, and writing final reports.

**EDU 565. Methods Of Teaching Language Arts In Elementary School. 3 credits. FA**

Emphasizes content and methods in teaching language arts in elementary and middle school. Students complete a minimum of 32 hours of practicum in a school classroom. P. DC. CO: EDU 566, EDU 567, EDU 583.

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

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

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

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

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

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

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

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

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

Teacher candidates will learn how to facilitate student learning through the use of behavioral expectations, reinforcement, procedures, and emphasizing student responsibility both for actions and for reconciliation. Specific components of the Ignatian Pedagogical Paradigm will be reinforced. CO: EDU 565.

**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**

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 undergraduate student teaching must be made before February 1 for the Fall Semester and October 1 for the Spring Semester. Residency and Magis graduate student teaching applications are considered complete upon program entry.

**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.