Nebraska Department of Education Rule 24 Report

SECONDARY ENGLISH

(Content Area)

Educator Preparation Content Program Review

Name of institution	Creighton University
Date Submitted	June 30, 2025
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Folio type: [ ] **Regular**   [X] **Mini**   [ ] **Advanced Program**

Program(s) Covered by this Folio

Endorsement(s)	Type	Grade Level	Program Level
Secondary English	**Subject**	**7-12**	Master's

Is the endorsement offered at more than one site?   [ ] **Yes**   [X] **No**

If yes, list additional sites where endorsement is offered:

Institution Accreditation Status: [ ] National   [X] State

Is this a Nationally Accredited Program?   [ ] Yes   [X] No

If Yes, list Accrediting Organization: Attach National Letter to Cover Sheet

NEBRASKA
DEPARTMENT OF EDUCATION

Section 1: Contextual Information

1a. Institutional Background Information

Creighton University

Creighton University (Creighton) is a Catholic and Jesuit comprehensive university committed to excellence in its selected undergraduate, graduate, and professional programs. Comprised of nine colleges and schools, the University is accredited by the Higher Learning Commission (HLC) and is a member of the Association of Jesuit Colleges and Universities (AJCU).

As a Jesuit Institution, Creighton participates in the tradition of the Society of Jesus, which provides an integrating vision of the world that arises out of a knowledge and love of Jesus Christ. Creighton exists for students and learning. Members of the Creighton community are challenged to reflect on transcendent values, including their relationship with God, all in an atmosphere of freedom of inquiry, belief and religious worship. Service to others, the importance of family life, the inalienable worth of each individual and appreciation of ethnic and cultural diversity are core values of Creighton. Creighton faculty members conduct research to enhance teaching, to contribute to the betterment of society, and to discover new knowledge. Faculty and staff stimulate critical and creative thinking and provide ethical perspectives for dealing with an increasingly complex world.

The Department of Education

Creighton's initial and advanced educator preparation programs are administered through the Education Department, which is housed within the College of Arts and Sciences. The Education Department benefits from the expertise of 14 full-time faculty members, and its programs are supported by one administrative assistant. The Department offers programs that prepare students in 16 initial and advanced endorsement areas. Its teacher preparation programs are currently accredited by the Council for the Accreditation of Educator Preparation [CAEP][1], and all of the Education Department's endorsement programs are approved by the Nebraska Department of Education. The Department of Education embraces Creighton's mission by empowering teachers, administrators, and counselors to transform the lives of their students by preparing graduates to be compassionate and effective leaders in the Jesuit tradition. The Department aims to graduate women and men who build a better world by living and leading according to these charisms (values):

- Reflective practice (contemplation in action),
- Care for others (*cura personalis*),
- Promotion of service, justice, and inclusive community (men and women for and with others),

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[1] Creighton's CAEP accreditation will expire at the end of the 2025 calendar year. We are not going to be renewing our CAEP accreditation, and have opted instead to work exclusively with the Nebraska Department of Education for EPP program approval.

- Sharing gifts for the greater good and the greater glory of God (*magis, ad majorem Dei gloriam*).

With each of our programs, it is the Department's hope that students will feel its commitment to professional formation and support as well as being 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 Offered

At the undergraduate level, the department offers one degree in elementary education, a minor in education (providing eligibility for a student to substitute teach), and an accelerated bachelor's-to-master's degree for students interested in secondary school teaching or educational specialist area master's degree. At the graduate and professional level, the department offers degrees in Elementary School Teaching, Secondary School Teaching, Educational Leadership, School Counseling, and Educational Specialist Areas. Additionally, the department has several graduate certificates students can earn independently or as a component of their graduate degree: Catholic School Leadership, Early Childhood Education, English as a Second Language, Sports Leadership, and Teacher Leadership.

Student Demographics - University, Initial Programs, and Advanced Programs

	2022-2023			2023-2024		
	Creighton University N = 8,397	Education Department: Initial Programs N = 55	Education Department: Advanced Programs N = 89	Creighton University N = 8,255	Education Department: Initial Programs N = 43	Education Department: Advanced Programs N = 68
Student Ethnicity						
White	5,904	47	65	5,672	36	56
Hispanic	735	6	4	781	3	7
Black or African American	270	1	4	260	1	4

NEBRASKA
DEPARTMENT OF EDUCATION

Native American	24	0	1	28	0	0
Two or More Races	425	0	4	451	0	0
Asian	735	1	5	768	2	1
NHOPI	11	0	0	15	0	0
Not Specified	99	0	6	100	1	0
Student Gender						
Female	4,982	40	68	4,913	31	50
Male	3,415	15	21	3,342	12	18
Student Home State						
Nebraska	1,772	28	21	1,743	19	20
Other States or Locations	6,395	27	68	6,512	24	48

1b. Standards for Admission, Retention, Transition and Program Completion

Admission Standards	Successful undergraduate program- 2.75 GPA 2 letters of recommendation Video or written statement of interesting in teaching Background check Felony conviction/ mental capacity form
Retention Standards	***Felony Convictions and Mental Capacity Policy*** If a teacher resident's status changes at any time while in the program regarding any legal convictions or concerns with mental capacity, s/he must notify the Director of Educator Certification immediately. Teacher residents may be temporarily prevented from taking courses and completing field experiences based on consultation with the Nebraska Department of Education and review of Nebraska Rule 20. In some cases, teacher residents may also be dismissed from their program due to legal convictions and mental health concerns specified in Nebraska Rule 20. ***Minimum Grade Point Average and Grade of (C) Policy*** Teacher residents must maintain a minimum cumulative grade point average of 3.0 during their course work in teacher education. Failure to maintain the

NEBRASKA
DEPARTMENT OF EDUCATION

	minimum grade point average may result in advising or probation. Failure to address concerns in this area will eventually result in dismissal from the program. Graduate students may appeal their dismissal to the Graduate Board, unless their dismissal is based on Nebraska Rule 20; in which case, no appeal may be made. Any required education course in which a teacher resident does not earn a grade of (C) or higher must be repeated and the (C) or higher requirement met. A graduate student who accumulates more than 6 hours of C grades, or any one grade less than a C in courses in his or her graduate program, is automatically dismissed from the Graduate School. Appeal may be made to the Graduate Board unless the dismissal is based on Nebraska Rule 20; in which case, no appeal may be made.
Student Teaching Requirements	*Professionalism Policy* In addition to being monitored with respect to grades and fieldwork, teacher resident performance in other areas which bear on one's suitability for the field of education is also periodically reviewed by advisors and faculty; including but not limited to, organizational skills, completion of assigned tasks, effort, motivation, dress code, integrity, consideration for others, punctuality, responsibility, and interpersonal skills. Concerns noted in professionalism will be dealt with through advising, probation, and the disposition form. If a teacher candidate does not improve following any of these interventions, the Education Department may dismiss a resident from a program who does not meet acceptable professional standards. Note that a teacher resident may also be dismissed from a program for any violation of the standards described in this handbook and in Nebraska Rule 20. Meets all field experience and Clinical Practice requirements as defined in Rule 20
Program Completion	Meet all program requirements *Graduate Degree Completion Deadline Policy* "All work for the master's degree must be completed within six calendar years from the date of credit of the first graduate course in the program. Prerequisite courses taken at the beginning of a planned program do not count in the time determination. Students may, under extraordinary circumstances, petition the Graduate Dean for an extension. If a program is prolonged, courses taken at the beginning of the period may not be counted toward the required credits for the degree." (Creighton University Catalogue)

In the secondary teacher preparation program, each of the 3-credit courses listed below includes an embedded practicum component that connects directly to course assignments. These field experiences provide structured opportunities for candidates to apply theory to practice, with required hours ranging from 8 to 50 depending on the course.

Course

NEBRASKA
DEPARTMENT OF EDUCATION

| EDU 547 Teacher Residency in Grades 7-12 |
| EDU 548 Differentiated Instruction and Literacy Strategies in Grades 7-12 |
| EDU 575 Contemporary Teaching Methods in Your Content Area Grades 7-12 |
| EDU583 Facilitating Student Responsibility |
| EDU 591 Clinical Practice |

Field Endorsements	Initial	Advanced
Art (PK-12)	✔	
Business, Marketing and Info Technology (6-12)	✔	
Elementary Education (K-6)	✔	
English Language Arts (7-12)	✔	
Mathematics (6-12)	✔	
Principal (PK-12, PK-8, 7-12)		✔
School Counselor (PK-12, PK-8, 7-12)	✔	✔
Science (7-12)	✔	
Social Science (7-12)	✔	
Subject Endorsements	**Initial**	**Advanced**
History (7-12)	✔	
Religious Education (7-12)	✔	
Secondary English (7-12)	✔	

NEBRASKA
DEPARTMENT OF EDUCATION

World Language - French (7-12)	✔	
World Language - Spanish (7-12)	✔	
Supplemental Endorsements	**Initial**	**Advanced**
Early Childhood Education (PK-3)		✔
English as a Second Language (PK-6, 7-12)		✔

1c. Significant Teacher Education Program Changes

Completed Changes

In 2019, due to declines in enrollment, we initiated a sunset of our undergraduate secondary education program. The last undergraduate students graduating with a secondary education co-major graduated in 2023. This decision was made at the request of the Dean's office due to low enrollment in specific secondary education classes. Our secondary education program is now exclusively for graduate students who pursue an MEd in Secondary School Teaching. This is a 14-month program where students spend an entire year in a school placement. The first semester includes a daily practicum while the second semester is clinical practice.

In 2021 we initiated our Accelerated Bachelor's to Master's Degree program (ABM) for secondary education. Undergraduate students who are interested in the MEd can apply during their junior or senior year. If accepted, they can earn up to 9 credits towards their MEd by taking graduate-level courses during their undergraduate experience. This allows students to access undergraduate financial aid, easing their financial burden while they begin to satisfy the requirements for the MEd during their undergraduate experience. Students then take an additional year to complete their MEd.

Anticipated Changes

In 2023, we were authorized by the Nebraska Department of Education to be a teacher certification program. This allows our program to provide opportunities for students with enough credits in any endorsement area (as outlined by Rule 24) to take their pedagogical coursework through our MEd program to be eligible for certification. We are in the process of implementing this for the upcoming cohort, beginning in June, and we are now working through the details with our department and enrollment management.

The secondary teacher preparation program, which currently has both on-campus and online components, is currently considering transitioning the program to be fully online.

1d. Program Completers and Level

NEBRASKA
DEPARTMENT OF EDUCATION

Program Completers and Level – Content Area:				Secondary English 7-12			
Academic Year				**Number of Endorsement Program Completers**			
				Bac	**Post Bac**	**Alternate Route**	**Masters**	**Ed. Specialist**	**PhD**

Academic Year					Bac	Post Bac	Alternate Route	Masters	Ed. Specialist	PhD
20	22	to	20	23	2	n/a	n/a	1	n/a	n/a
20	23	to	20	24	0	n/a	n/a	2	n/a	n/a

1e. See Appendix A for Advising Worksheet

NEBRASKA
DEPARTMENT OF EDUCATION

Section 2: Endorsement Program Key Assessments and Related Data

Artifact 1: Summary of Key Assessments for Initial Programs

	Name of Assessment used for the following areas:	Type or Form of Assessment	Brief Description of Assessment, including indicated information obtained from Assessment	When Assessment is Administered
1	Content-Praxis II or GPA Praxis II	Summative	The Praxis II content exams are adopted by the NDE as the standardized test for all education candidates to document candidate knowledge in a particular subject area. The minimum score for Secondary English: 168	Prior to beginning the program
2	Content - Knowledge Nebraska Clinical Practice Assessment	Summative	The NDE created Clinical Practice Assessment is completed by the university supervision during the clinical practice semester. Standard 4: Content Knowledge and Standard 5: Application of Content are used for Key Assessment #2.	Completion of clinical practice
3	Learner/Learning Environments Nebraska Clinical Practice Assessment	Summative	The NDE created Clinical Practice Assessment is completed by the university supervision during the clinical practice semester. Standard 1: Learner Development and Standard 2: Learner Differences and Standard 3: Learning Environments are used for Key Assessment #3.	Completion of clinical practice
4	Instructional Practices - Knowledge Nebraska Clinical Practice Assessment	Summative	The NDE created Clinical Practice Assessment is completed by the university supervision during the clinical practice semester. Standard 7: Planning for Instruction and Standard 8: Instructional Strategies are used for Key Assessment #4.	Completion of clinical practice
5	Instructional Practices - Effectiveness Nebraska Clinical Practice Assessment	Summative	The NDE created Clinical Practice Assessment is completed by the university supervision during the clinical practice semester. Standard 6A Assessment and 6B: impact on student learning and development are used for Key Assessment #5.	Completion of clinical practice
6	Professional Responsibility Nebraska Clinical Practice Assessment	Summative	The NDE created Clinical Practice Assessment is completed by the university supervision during the clinical practice semester. Standard 9 Professional Learning and Ethical	Completion of clinical practice

NEBRASKA DEPARTMENT OF EDUCATION

			Practice and Standard 10 Leadership and Collaboration are used for Assessment #6.	
7	Overall Proficiency Follow Up Employer Survey	Summative	The NDE employer follow up survey is used to help determine overall proficiency. A third-year Completer and Employer Survey is also conducted.	After year 1 and year 3
8	Optional Assessment N/A	N/A	Creighton University EPP does not	

Key Program Assessment #1: Praxis II Content Test or Content GPA: Praxis II

Praxis II examinations are a series of subject-specific, standardized tests created and administered by the Educational Testing Service (ETS). The test for secondary English measures content knowledge within the English certification area, and results are reported as an overall score and multiple subscale scores. The Nebraska Department of Education determines the required test to be taken and the minimum overall passing score for each certification area. Teacher candidates are required to take the examination before they are recommended for certification, and most baccalaureate candidates take the examination the semester before they complete clinical practice while most students in the master's program take the subject test before beginning coursework. ETS provides test scores to Creighton, and data for the examinations are reported and analyzed annually. An important note that due to the small N of our completers it can be difficult to determine patterns and trends for specific subject areas.

Key Program Assessment #2: Content Knowledge: Clinical Practice Assessment

Creighton University uses the Nebraska Department of Education (NDE) Clinical Practice Assessment, a 12-item rubric aligned to InTASC Standards 1-10. This assessment was developed, validated, and underwent reliability tests by the NDE in collaboration with the educator preparation programs in the state of Nebraska. The NDE requires its use. This assessment is completed by both the cooperating teacher and the university supervising twice during each teacher candidate's clinical semester, once at mid-term and once again at the conclusion of their placement. Assessment data reported in this portfolio (when available) are based upon university supervisor evaluations. This clinical practice assessment provides evidence of candidates' performance and provides data used to inform program improvement. Evidence is examined for each certification area and by the teacher education program faculty is used in continuous program review and improvement.

Candidates' ratings on the NDE Clinical Practice Assessment Standards 4 and 5 provide evidence related to Key Assessment #2. Standard 4: Content Knowledge; Standard 5: Application of Content Knowledge

Key Program Assessment #3: Learning and Learner Development: Clinical Practice Assessment

Creighton University uses the Nebraska Department of Education (NDE) Clinical Practice Assessment, a 12-item rubric aligned to InTASC Standards 1-10. This assessment was developed, validated, and underwent reliability tests by the NDE in collaboration with the

NEBRASKA
DEPARTMENT OF EDUCATION

educator preparation programs in the state of Nebraska. The NDE requires its use. This assessment is completed by both the cooperating teacher and the university supervising twice during each teacher candidate's clinical semester, once at mid-term and once again at the conclusion of their placement. Assessment data reported in this portfolio (when available) are based upon university supervisor evaluations. This clinical practice assessment provides evidence of candidates' performance and provides data used to inform program improvement. Evidence is examined for each certification area and by the teacher education program faculty is used in continuous program review and improvement.

Candidates' ratings on the NDE Clinical Practice Assessment Standards 1 and 2 and 3 provide evidence related to Key Assessment #3. Standard 1: Learner Development; Standard 2: Learner Differences; Standard 3: Learning Environments

Key Program Assessment #4: Instructional Practices - Knowledge: Clinical Practice Assessment

Creighton University uses the Nebraska Department of Education (NDE) Clinical Practice Assessment, a 12-item rubric aligned to InTASC Standards 1-10. This assessment was developed, validated, and underwent reliability tests by the NDE in collaboration with the educator preparation programs in the state of Nebraska. The NDE requires its use. This assessment is completed by both the cooperating teacher and the university supervising twice during each teacher candidate's clinical semester, once at mid-term and once again at the conclusion of their placement. Assessment data reported in this portfolio (when available) are based upon university supervisor evaluations. This clinical practice assessment provides evidence of candidates' performance and provides data used to inform program improvement. Evidence is examined for each certification area and by the teacher education program faculty is used in continuous program review and improvement.

Candidates' ratings on the NDE Clinical Practice Assessment Standard 7 and 8 provide evidence related to Key Assessment #4. Standard 7: Planning for Instruction; Standard 8: Instructional Strategies.

Key Program Assessment #5: Instructional Practices - Effectiveness: Clinical Practice Assessment

Creighton University uses the Nebraska Department of Education (NDE) Clinical Practice Assessment, a 12-item rubric aligned to InTASC Standards 1-10. This assessment was developed, validated, and underwent reliability tests by the NDE in collaboration with the educator preparation programs in the state of Nebraska. The NDE requires its use. This assessment is completed by both the cooperating teacher and the university supervising twice during each teacher candidate's clinical semester, once at mid-term and once again at the conclusion of their placement. Assessment data reported in this portfolio (when available) are based upon university supervisor evaluations. This clinical practice assessment provides evidence of candidates' performance and provides data used to inform program improvement. Evidence is examined for each certification area and by the teacher education program faculty is used in continuous program review and improvement.

Candidates' ratings on the NDE Clinical Practice Assessment Standard 6A Assessment and 6B: impact on student learning and development are used for Key Assessment #5.

NEBRASKA
DEPARTMENT OF EDUCATION

Key Program Assessment #6: Professional Responsibility: Clinical Practice Assessment

Creighton University uses the Nebraska Department of Education (NDE) Clinical Practice Assessment, a 12-item rubric aligned to InTASC Standards 1-10. This assessment was developed, validated, and underwent reliability tests by the NDE in collaboration with the educator preparation programs in the state of Nebraska. The NDE requires its use. This assessment is completed by both the cooperating teacher and the university supervising twice during each teacher candidate's clinical semester, once at mid-term and once again at the conclusion of their placement. Assessment data reported in this portfolio (when available) are based upon university supervisor evaluations. This clinical practice assessment provides evidence of candidates' performance and provides data used to inform program improvement. Evidence is examined for each certification area and by the teacher education program faculty is used in continuous program review and improvement.

Candidates' ratings on the NDE Clinical Practice Assessment Standard 9: Professional Learning and Ethical Practice and Standard 10: Leadership and Collaboration are used for Assessment #6.

Key Program Assessment #7: Overall Proficiency: NDE Completer and Employer Surveys

The NDE developed Completer and Employer First- and Third- Year Surveys were developed and aligned to the 10 InTASC standards. These surveys are conducted annually by NDE to provide Nebraska educator preparation institutions with information on the effectiveness of 1st and 3rd year teachers prepared by the institution as rated by completers and employers. NDE annually provides institution specific first- and third- year results for Creighton University that are aggregated and disaggregated into the following endorsement types: Content Endorsements and Elementary Education. NDE also provides raw data which was utilized to further disaggregate the data when there was a minimum of 5 responses for the endorsement. Results are annually reviewed by faculty and other stakeholders.

Key Program Assessment #8: Optional Assessment:

No optional assessments given

Artifact 2: Data Tables with Summarized Data for Each Key Assessment

n/a - This is a mini-folio

Artifact 3: Summary of Findings

Due to the small number of students in Secondary English attending Creighton University it has been a challenge to identify program strengths and weaknesses in this content area. Analysis of our results across all content areas resulted in a major shift in the approach and design of the secondary teacher preparation program. These shifts relate to all program assessments, but are outlined in the next section.

Key Assessment #1- For the last six years students who took the Praxis II content exam for Secondary English mean scores ranged from 171-180 this is well above the passing score of 168 for this test. The pass rate for the data collection years was 100%, keep in mind this data is based on 3 students.

Key Assessments #4-6- The average rubric scores for secondary english students on the clinical practice rubric was 1.7-2.75. Scores with the highest rating were standard 8 instructional strategies and lowest scores were reported for standard 1 student development.

Key Assessment #7-. Employment surveys after one year indicate that Creigthon students are in the advanced range as indicated by the principal again reviewers need to note that the N is small. Three year follow survey data indicates that Creighton students remain in the proficient and advanced ranges.

Section 3: Uses of Related Data and Information for
Continuous Program Improvement of Endorsement Program

A significant change resulting from our data analysis was the discontinuation of the undergraduate secondary education program, with the final cohort graduating in May 2022. By examining student performance across content areas, it became clear that our students would benefit more from a stronger emphasis on pedagogical practices rather than content-specific skills.

As a result, the Education Preparation Program (EPP) restructured the secondary education pathway into a 14-month master's degree program, incorporating an accelerated bachelor's-to-master's option. This redesign allows Creighton undergraduate students to begin their master's coursework during their senior year. Additionally, the new structure attracted non-traditional students seeking a career change. After four years of implementing the 14-month program and continually analyzing data, we further refined the program to a 12-month accelerated master's degree. This adjustment allows students to obtain full-time employment while completing certification requirements through Creighton, achieving full certification within a year. This revised program will launch in summer 2025.

Process of Program Revision

The process of revising and updating the program involved several key steps:

1. **Course Review and Alignment**: We began by reviewing all course descriptions and learner outcomes, ensuring alignment with state standards. This review revealed redundancies in content delivery and identified areas where critical content was missing.
2. **Standardization of Course Formats**: The program was redesigned as an online offering with standardized course lengths of 4, 8, and 16 weeks. Previously, course durations varied between 1, 3, 4, and 16 weeks, which led to inconsistencies in student experience and content mastery.
3. **Extended Clinical Practice**: Clinical practice was expanded to a full year, providing students with more hands-on, immersive experience in classroom settings.
4. **New Course Sequence**: Following the course review, a new course sequence was developed. The revised sequence, designed to optimize learning outcomes, will be implemented for students beginning in summer 2025. A comparison of the old and new program of study is found in the following chart.

14 Month Sequence		12 Month Sequence	
Summer I		**Summer**	
GRD 600	Orientation to Creighton	GRD 600	Orientation to Creighton
EDU 521	Teacher Residency Integration Seminar	EDU 535	Human Relations and Cultural Diversity (self-paced)
EDU 551	Facilitating Student Learning	EDU 503	Foundations of Education (June, 4 weeks)
Summer II		EDU 601	Instructional Tech (Term II)
*EDU 535	Human Relations and Cultural Diversity	EDU 551	Curriculum Development & Assessment (June & July, 8 weeks)

NEBRASKA
DEPARTMENT OF EDUCATION

EDU 583	Facilitating Student Responsibility	EDU 583	Classroom Management (June & July, 8 weeks)
Fall I		**Fall**	
EDU 522	Foundations of Education Seminar I	EDU 575	Contemporary Teaching Methods in Your Content Area, Grades 7-12 (Term I)
EDU 575	Contemporary Teaching Methods in Your Content Area, Grades 7-12	EDU 580	Literacy Strategies and Content Area Reading (Term II)
EDU 547	Teacher Residency in Grades 7-12	EDU 591	Clinical Practice (Student Teaching) (Terms I and II)
EDU 591	Clinical Practice (Student Teaching) (Terms I and II)		
Spring, 2025		**Spring**	
EDU 523	Foundations of Education Seminar II	EDU 548	Differentiating Instruction in Grades 7-12 (Term I)
*EDU 548	Differentiating Instruction & Literacy Strategies in Grades 7-12	EDU 510	Growth & Development of Children & Adolescents (Term II)
EDU 591	Clinical Practice (Student Teaching) (Terms I and II)	EDU 591	Clinical Practice (Student Teaching) (Terms I and II)
Summer, 2025			
*EDU 510	Growth & Development of Children & Adolescents		
EDU 601	Instructional Technology for the Classroom		

NEBRASKA
DEPARTMENT OF EDUCATION

Appendix A: Student Advising Sheet

As part of admission to the Secondary Teacher Prep Program at Creighton the students' undergraduate transcript is reviewed to ensure that all Rule 24 requirements are met for their specific content area.

NEBRASKA
DEPARTMENT OF EDUCATION

Masters in Secondary Teacher Education
Creighton University

Advising Form
Student Name:

Summer			Date Completed
EDU 535	Human Relations and Cultural Diversity (self-paced)	1 Credit	
EDU 503	Foundations of Education (June, 4 weeks)	3 Credits	
EDU 601	Instructional Tech (July, 4 weeks)	3 Credits	
EDU 551	Curriculum Development & Assessment (June & July, 8 weeks)	3 Credits	
EDU 583	Classroom Management (June & July, 8 weeks)	3 Credits	
	Total	13 Credits	
Fall			
EDU 575	Contemporary Teaching Methods in Your Content Area, Grades 7-12 (Term I)	3 Credits	
EDU 580	Literacy Strategies and Content Area Reading (Term II)	3 Credits	
EDU 591	Clinical Practice (Student Teaching) (Terms I and II)	3 Credits	
	Total	9 Credits	
Spring			
*EDU 548	Differentiating Instruction in Grades 7-12 (Term I)	3 Credits	
*EDU 510	Growth & Development of Children & Adolescents (Term II)	3 Credits	
EDU 591	Clinical Practice (Student Teaching) (Terms I and II)	2 Credits	
	Total	8 Credits	
	Total Credits	30 Credits	

NEBRASKA DEPARTMENT OF EDUCATION