

# Education

The Mount Mercy Education program prepares reflective teachers and leaders informed by scholarship, grounded in best practice, enriched by caring, and committed to responsive service in the "Mercy Tradition." In order to achieve this mission, Mount Mercy provides for each prospective teacher a program of core curriculum, concentration in a major field of learning, varied field based experiences and a sequence of education courses leading to professional licensure by the State of Iowa. The curriculum for the Education majors, including endorsement areas, is under regulation and accreditation from the Department of Education in Iowa and is subject to change upon changes in regulation made by the State.

The Education major aims to prepare students to: create equitable instructional opportunities; demonstrate knowledge of subject areas; use assessment to monitor student learning and inform their planning and decisions; and display positive dispositional qualities of effective teachers.

## Career Opportunities

Graduates may select licensure and specific endorsements authorizing them to teach in a range of programs from preschool through secondary school. Public and parochial schools are the main employers of teacher education graduates. Additional career opportunities include service organizations and day care centers.

## An Invitation to Teaching

All students should enroll in ED 106 An Invitation to Teaching, during the first semester or term in which they take education courses. They will obtain a Teacher Education Program (TEP) handbook at this time along with specific information about policies and the Performance Assessment System (PAS). Students will review the handbook, complete certifications necessary for field work, develop an awareness of the dispositional qualities of effective teachers, and an understanding of TEP program and screening requirements.

## Field Experiences

Supervised field experiences with children prior to student teaching are an integral component of the Mount Mercy Teacher Education Program. A minimum of four field experiences are required of all students in education. Field experience is done on a regular weekly basis over the course of the term at state-approved public and non-public schools in the metropolitan area with certified teachers. These experiences provide students with opportunities to observe and to implement educational activities with individual pupils, small groups, and large groups under direct supervision of a certified teacher who models professional skills. Our standard practice is to avoid placing students in a school where they are employed, where a relative works, or where their children attend. Pass/Fail grading is used for field experience. Each field experience is associated with a specific course and a passing grade is required of all field experiences. Students are to attend field experiences throughout the entire semester. Field experience expectations are specified within courses and in the *Teacher Education Handbook*.

### Field Experience Requirements:

1. Enroll in ED 106 An Invitation to Teaching, as a co-requisite with the first education course taken at Mount Mercy.

2. Successful completion of certification in: blood borne pathogens, mandatory reporting and Virtus training
3. Comply with health and safety guidelines established by the Education Department. (FE Manuals)
4. Sign voluntary disclosure and waiver forms.
5. All field experiences are considered an integral component of the associated core courses and, therefore, successful completion of the course requires students to meet the stated performance criteria for course **and** field work. Students who fail to successfully complete either the course or the associated field are required to retake both the course and the field experience (see TEP Handbook).

Students seeking additional field experiences may enroll in ED 417 Field Experience for Education (see catalog course description).

## Professional Development School Model

Junior level Education students will have the opportunity to participate in PDS. Traditionally, students in methods classes have attended those classes on campus and then gone into classrooms for their experience in various districts in the surrounding area. Under this model, students would attend classes and have their experience in the local district building three mornings per week. This provides students with the possibility of more hands on experience as well as further observation of not only the classroom teachers teaching, but their instructors as well.

## Transfer Students

A maximum of two field experiences will be considered for transfer to Mount Mercy for credit in the education program. Students who have had the equivalent content of ED 102 Foundations of Education and ED 263 Educating the Exceptional Person but lack the equivalent field experience should enroll in ED 415 Field Experience or ED 416 Field Experience Exceptional Persons respectively.

## Correspondence Courses

Correspondence courses are not accepted for required education courses. Correspondence courses may only be applied as elective credits toward the baccalaureate degree.

## Life Experience Credit

The Iowa Department of Education will not accept credits awarded for "life experience" for any purpose.

## Grade Criteria

Students must have a 2.50 or above GPA to enroll in the following Education core courses:

ED 102	Foundations of Education	3
ED 106	An Invitation to Teaching	1
ED 132	Children's Literature	3
ED 253	Educational Psychology	3
ED 263	Educating the Exceptional Person	3

Endorsement courses may also have prerequisite grade requirements (see course descriptions). A GPA of 2.70 or above is required before starting ED 232 Principles of Early Childhood and Elementary Education or ED 234 Principles of Secondary Education and ED 309

Reading and Language Arts in the Primary Classroom and ED 345 Math Methods for Elementary Teachers I . Endorsement areas may require all courses be completed with a minimum grade of C (2.00). See endorsement details that follow.

## Admission to the Teacher Education Program (TEP)

It is the responsibility of the Education faculty to admit to the teacher education program only those students who are academically capable and who have demonstrated a level of performance that indicates the ability to continue successfully in the program.

A Performance Assessment System, fully described in the *Teacher Education Handbook*, helps students monitor their progress in meeting established criteria for each phase of their preparation. Feedback is provided as students complete courses, field experiences, Level I screening and the admission screening process.

A state mandated basic proficiency test (C-BASE) in reading, writing and math is a requirement for admission to the teacher education program. The Department will also accept the PPST or CAAP proficiency test. See TEP Handbook for passing score requirements. Students must meet the proficiency test (C-BASE) requirements prior to starting ED 232 Principles of Early Childhood and Elementary Education or ED 234 Principles of Secondary Education. Any student seeking an exception must meet with his/her education advisor and the department chair. Details of the testing procedure are provided in the *Teacher Education Handbook*. Test dates and registration materials are available in the Education Office. No section of the test may be taken more than three (3) times. It is the student's responsibility to obtain the necessary services/materials/coursework to remediate low scores on the C-BASE prior to retesting if necessary. The following are some resources which may be of assistance:

1. Private tutor.
2. Busse Library resources.
3. Kirkwood Community College offers some coursework.
4. Retaking a literature, math or writing course.
5. Mount Mercy Academic Center for Excellence.

During the junior level Fall Semester, application forms for the teacher education program are made available to students. Students must be enrolled in either ED 232 Principles of Early Childhood and Elementary Education or ED 234 Principles of Secondary Education. Students who have been denied admission to the teacher education program will not be permitted to enroll in:

ED 166	Art Methods Majors K-8 with reading	2
ED 268	Music Methods Majors K-8 with reading	2
ED 311	Reading and Language Arts in the Intermediate Classroom	3
ED 319	Social Studies Methods for Elementary Teachers	3
ED 322	Secondary General Methods with Reading	2
ED 323	Art Methods Majors 5-12 (with reading)	2
ED 324	Music Methods Music Majors 5-12 (with Reading)	2
ED 325	Methods 5-12 Business (with Reading)	2
ED 326	Methods 5-12 English/LA (with Reading)	2
ED 327	Methods 5-12 Mathematics (with Reading)	2

ED 328	Methods 5-12 Science (with Reading)	2
ED 329	Methods 5-12 Social Science (with Reading)	2
ED 333	Methods 5-12 Journalism	2
ED 346	Math Methods for Elementary Teachers II	3
ED 347	Science Methods for Elementary Teachers	3

The elementary education major grade point average is based on the following courses:

ED 102	Foundations of Education	3
ED 106	An Invitation to Teaching	1
ED 132	Children's Literature	3
ED 164	Health Awareness and PE Methods	3
ED 165	Art Methods K-8 for Classroom Teachers	1.5
ED 232	Principles of Early Childhood and Elementary Education	3
ED 253	Educational Psychology	3
ED 263	Educating the Exceptional Person	3
ED 269	Music Methods K-8 Classroom Teachers	1.5
ED 309	Reading and Language Arts in the Primary Classroom	3
ED 311	Reading and Language Arts in the Intermediate Classroom	3
ED 319	Social Studies Methods for Elementary Teachers	3
ED 345	Math Methods for Elementary Teachers I	3
ED 346	Math Methods for Elementary Teachers II	3
ED 347	Science Methods for Elementary Teachers	3
ED 370	Education Leadership Seminar	2
ED 375	Classroom Management for Education Majors	1
ED 379	Human Relations	3
PS 124	Developmental Psychology	3

(Art and Music majors ED 166 Art Methods Majors K-8 with reading or ED 268 Music Methods Majors K-8 with reading). A 2.70 cumulative GPA is required for entry, continuation and licensure.

The secondary education major grade point average is based on the following courses:

ED 102	Foundations of Education	3
ED 106	An Invitation to Teaching	1
ED 234	Principles of Secondary Education	4
ED 253	Educational Psychology	3
ED 263	Educating the Exceptional Person	3
ED 322	Secondary General Methods with Reading	2
One of the following:		2
ED 323	Art Methods Majors 5-12 (with reading)	
ED 324	Music Methods Music Majors 5-12 (with Reading)	
ED 325	Methods 5-12 Business (with Reading)	
ED 326	Methods 5-12 English/LA (with Reading)	
ED 327	Methods 5-12 Mathematics (with Reading)	
ED 328	Methods 5-12 Science (with Reading)	
ED 329	Methods 5-12 Social Science (with Reading)	
ED 370	Education Leadership Seminar	2
ED 375	Classroom Management for Education Majors	1

ED 379	Human Relations	3
PS 124	Developmental Psychology	3

A 2.70 cumulative GPA is required for entry, continuation and licensure.

The teacher education screening committee reviews each application and notifies the student of the decision by letter.

Acceptance into the program is based on the following:

1. Pass the standardized proficiency test in reading, writing, and math with acceptable scores in each area.
2. At the time of application to the teacher education program students must have a minimum cumulative grade point average of 2.70 and a grade point average of 2.70 in the elementary and/or secondary majors and any other major or endorsement areas.
3. No grades below C (2.00) in any of the following courses:

ED 102	Foundations of Education	3
ED 106	An Invitation to Teaching	1
ED 132	Children's Literature	3
ED 232	Principles of Early Childhood and Elementary Education	3
ED 253	Educational Psychology	3
ED 263	Educating the Exceptional Person	3
PS 124	Developmental Psychology	3
ED 234	Principles of Secondary Education	4

- a. These courses must be completed prior to admission to the teacher education program.
4. Proficiency in composition and speech as evidenced by grades of at least C (2.00) in one core curriculum writing course and CO 101 Oral Communication . Proficiency in speech and writing must be demonstrated in education course work and field experience.
  5. Proficiency in mathematics as evidenced by a grade of at least C (2.00) in MA 125 Fundamentals Of Arithmetic & Logic or other college-level mathematics course. This course must be completed prior to junior level methods courses.
  6. Proficiency in meeting field experience criteria. (See TEP Handbook)
  7. Written recommendations from three full-time Mount Mercy instructors. One recommendation must be from the current ED 232 Principles of Early Childhood and Elementary Education or ED 234 Instructor, and two others as directed on the application form.
  8. All students must take either ED 232 Principles of Early Childhood and Elementary Education or ED 234 Principles of Secondary Education at Mount Mercy. These courses include an associated semester long field experience . The course and Field Experience must be successfully completed.
  9. Demonstration of TEP performance criteria for knowledge, skills, and dispositions associated with professionalism in teaching. This includes satisfactory demonstration of the core performances designated for required courses in the program. Students shall document competency by submitting core assignments in Live Text. All core performance assignments are scored in the Live Text TEP assessment database. The criteria used for field experience evaluations are located in the field experience section of the TEP Handbook. Students receiving a score below 2.00 on a core performance are expected to initiate and receive instructor approval of a plan for demonstrating satisfactory performance

by an agreed upon date, not later than the next applicable TEP screening process. Grades for the initial core performance will not be changed, but demonstration of satisfactory remediation will be noted in the Student Assessment Record.

10. The Teacher Education Program (TEP) Screening Committee reviews each candidate to consider his/her potential for successful program completion. A grade of C (2.00) or above in an education course is not the sole indicator of success in the class. A student may receive a C or above in one or more courses while needing to remediate numerous core assignments. A pattern of low core performance scores, repeated course enrollments, remediated/unremediated core assignments, and/or numerous conditional ratings on the faculty recommendation form may result in denial by the TEP Screening Committee.
11. Students need to provide pupils with a positive and safe learning environment. They must be able to meet the demands of teaching in a classroom. Frequent absences from the classroom and/or a student's inability to meet responsibilities to pupils and the cooperating teacher may delay or prevent admission to the program.
12. Students receiving a C- or below in any subject area methods course (ED 232 Principles of Early Childhood and Elementary Education or ED 234 Principles of Secondary Education, ED 309 Reading and Language Arts in the Primary Classroom, ED 345 Math Methods for Elementary Teachers I) may not continue into spring methods courses.

## Student Progress Review Form

An instructor may request to meet with a student to discuss specific areas of concern in one or more of the Education Program goal areas. The form is used to develop student awareness of goal areas and develop a plan for strengthening student performance. A student's willingness to work with faculty on targeting goals, planning for improvement, and demonstrating progress may be an important step towards successful program completion. Student Progress forms are kept on file. It is the student's responsibility to follow the plan and set future meetings with the instructor.

## Screening Process for the Teacher Education Program

A screening committee may approve or deny entrance into the teacher education program and student teaching, or the screening committee may recommend that a student withdraw his/her application and resubmit at a later date. Letters of acceptance or denial are sent to each applicant following the screening meeting. The screening committee includes full-time education faculty and two additional Mount Mercy faculty. Any student who is initially screened into the program but does not complete methods block or who has chosen to go at a slower pace and therefore does not complete methods block must apply to continue in the program the fall prior to continuation in methods.

## Admission to Student Teaching

During the Spring Semester of the junior year, application forms are made available to students. The student is given the opportunity to state a preference of schools (public or non-public), grade and/or subjects. Placements are monitored to insure a range of field experience (grade levels, urban, rural...).

Acceptance for student teaching is based on the same requirements as for admission to the teacher education program including a minimum cumulative grade point average of 2.70 and a 2.70 in both the elementary and/or secondary majors and other major or endorsement areas at the time of application for permission to student teach. A minimum of a C (2.00) must be obtained in all methods courses and all endorsement area courses. Core performance expectations, outlined in number nine and ten above, must continue to be met. Secondary students must complete or be near completion of courses in their original endorsement areas prior to student teaching.

If a student's cumulative or endorsement GPA drops below 2.70 at the end of the spring methods semester the student has the following options: change majors, return and retake the course(s) the following spring to raise the GPA, or select the nonlicensure option. NOTE: if the GPA falls below 2.50 students will need to select another major.

## Student Teaching

Student teaching is done only in state-approved public and non-public schools in the area with certified teachers. The education program is carefully sequenced to ensure student teaching during the fall semester. Placements are based on student request, school/teacher availability, faculty judgment and supervisory responsibilities. Students are required to attend student teacher orientation in the spring prior to student teaching. Student teaching commences with fall in-service activities at the assigned school and both the cooperating teacher and student teacher workshop at Mount Mercy. Therefore, the student teaching calendar may differ from the Mount Mercy calendar. (A pass-fail grade is assigned for student teaching and a letter grade is assigned for ED 370 Education Leadership Seminar, ED 375 Classroom Management for Education Majors and ME 450 Mercy Experience Capstone).

## Continuation in the Teacher Education Program

The Education Department reserves the right of retaining only those students who in the judgment of the faculty continue to demonstrate the standards expected of prospective members of the teaching profession.

## Appeal

A student who is not accepted into the education program or to student teaching may appeal in accordance with the Academic/Administrative Grievance Procedure (See the Mount Mercy Grievance Policy in the *Good Book*). A student who is denied admission to the teacher education program has one additional opportunity to resubmit an application. This must occur within one year of the denial. Students who withdraw their application may resubmit at a later date.

## Licensure

Two state mandated tests must be completed and passed with the minimum cut score required by the Iowa Department of Education in order for teacher candidates to be recommended for licensure.

The Praxis II tests for specific content must be completed as well as a Principles of Learning and Teaching Test. There are several forms of these tests, so candidates should consult their advisor to ensure they are completing the appropriate tests for their major and endorsement areas. Upon successful completion of student teaching and all graduation requirements (including earning a minimum of 123.0

total semester hours), the University Certification Official recommends candidates to the State of Iowa for licensure. Applications for Licensure by the Iowa Department of Education are typically completed during ED 370 Education Leadership Seminar. A baccalaureate degree and completion of the sequence of professional education courses are not guarantees of recommendation for licensure. The student must be approved by the Education faculty, which will recommend only those who have maintained the scholastic standards required for admission to student teaching, successfully completed all student teaching requirements, and consistently have manifested a professional demeanor. Prior to initial licensure the state requires fingerprinting, criminal background checks, and passage of a state required pre-licensure exams. Students who fail Student Teaching but have met all other requirements for graduation can receive their degree, with permission of the Education Department, but cannot be recommended for licensure.

Students who are recommended by Mount Mercy may then apply to the Iowa Department of Education for licensure with the endorsements for which they are prepared; the initial license is valid for a two-year period, the substitute license is valid for a five-year period.

Mount Mercy offers programs to prepare students for the following original endorsements:

- Early Childhood (Iowa License #106)
- Elementary Education (K-6)
- Secondary Education (7-12) (specific content area)
- Elementary Art (K-8)
- Secondary Art (5-12)
- Elementary Music (K-8)
- Secondary Music (5-12)

Iowa state licensure requires courses that are already prescribed in the general core curriculum with the requirements including a college-level mathematics course, a natural science course, a history course, and a teacher education course in human relations to meet Iowa licensure requirements. Elementary majors must complete two science courses (a biological and a physical science).

If students plan to teach in a state other than Iowa, they are responsible for planning a program to meet the requirements in that state.

## Non-Licensure Option

Non-licensure options are available for students who choose or are recommended by the screening committee or education faculty to select an alternative to state licensure. Students pursuing this path may receive their degree in Education but will not be recommended for an Iowa teaching licensure. Completion of program requirements/courses is required, with the exception of ED 370 Education Leadership Seminar and ED 375 Classroom Management for Education Majors, for an Education degree without licensure.

Students who choose the Non-licensure Option, withdraw from, or who fail student teaching may apply for subsequent permission to student teach under certain conditions. They must submit to the Education Department Chair written evidence of specific steps taken to improve in all major areas identified as interfering with prior performance, along with the outcomes of those steps. Evidence of improvement may be required in other than written form. The application will be considered by the Teacher Education Program Screening Committee which will



also verify that all current requirements have been met. Due to the complexity of making substantial improvements in the performance areas that must be satisfactorily demonstrated, there is a one-year waiting period from the conclusion of their first student teaching/ internship semester before a new application can be submitted.

## Iowa Scholar Opportunity

The Education Department is required to identify the top 25% of each graduating class for the Iowa College Student Aid Commission.

The Education Department has established procedures to identify these students including major and cumulative GPA, faculty letters of recommendation completed during the screening process, and senior portfolio presentation scores. Identified graduates teaching in Iowa in specified shortage areas would be eligible, pending funding, for the opportunity to receive a scholarship during their first year of teaching by applying through the schools in which they teach. Applications are provided by school districts during their first year.

\*Note: a list of the current shortage areas can be found on the Iowa Department of Education website.

## Paraeducator Certificate

Students in the Education department who have either chosen or have been advised the nonlicensure route in order to complete their degree may pursue the paraeducator certificate during the remainder of their tenure with us. This certificate has been approved by the Department of Education in Iowa and allows those who receive it additional benefits as they pursue positions as paraeducators. These benefits include higher salary as compared to those who do not have the certificate. The certificate is offered through the Iowa Department of Education and not as a part of the Mount Mercy University degree programs.

## Post Baccalaureate

Individuals with a current Iowa teaching license who enroll at Mount Mercy to obtain additional endorsements must complete a minimum of one-third or 9 semester hours of the required course work in the desired endorsement at Mount Mercy. Students whose endorsement requires student teaching must complete applications for admission to the teacher education program and student teaching. Licensed individuals may need to complete only 8 weeks of student teaching in the new endorsement area.

Students with a prior bachelor's degree need to check their personal status in relation to second degree, second major, or other special status. Completion of a second degree (which minimally requires an additional thirty hours in teacher education beyond the original baccalaureate degree) entitles the student to participate in graduation. Note: the ME 450 Mercy Experience Capstone course is not required.

Refer to the appropriate Catalog sections for further information on post-baccalaureate status.

## PREP Program

PREP is a reduced tuition program designed for licensed teachers seeking additional endorsements or re-certification credit. PREP students are eligible for reduced tuition fees at the per credit rate currently approved for PREP Program. Teachers may apply for admittance into the program through the Mount Mercy Admissions office. Individuals participating in the PREP Program are not eligible for other forms of financial assistance from Mount Mercy. PREP students may be eligible for federal financial aid and should contact the Student

Financial Services Office with questions. All endorsement areas require a minimum 2.70 grade point average for recommendation for licensure. Teachers seeking to add endorsements in reading or special education may want to consider applying to the Master of Arts in Education (<http://catalog.mtmercy.edu/archives/2015-16/graduateprograms/curriculum/ma-education>) program.

## Title II Public Disclosure Requirements

1. Program Enrollment 2012-2013: 133
2. Student Teachers in 2012-2013: 40
3. 13 supervisory faculty for student teaching (10 full-time and 4 part-time)
4. Student to faculty ratio: 3 to 1
5. 40+ hours per week of student teaching for 16 weeks

The Mount Mercy Teacher Preparation Program is accredited by the State of Iowa and is in good standing.

See the Graduate section (<http://catalog.mtmercy.edu/archives/2015-16/graduateprograms>) of this *Catalog* for more information on Graduate programs offered at Mount Mercy.

The Education major aims to prepare students, among others, to: create equitable instructional opportunities; demonstrate knowledge of the subject areas for which they will be responsible as teachers; and use assessment to monitor student learning and inform their planning and decisions.

An alternative possible major for early childhood licensure is Elementary Education with one of two early childhood endorsements. This option allows for K-6 teaching rather than K-3 teaching under the Early Childhood major.

## Major

### (State of Iowa Teaching Endorsement #106)

ED 102	Foundations of Education	3
ED 106	An Invitation to Teaching	1
ED 117	Instructional Programs and Methods in Early Childhood Education (or ECE 103 at Kirkwood Community College)	3
ED 132	Children's Literature	3
ED 143	Child and Family Nutrition (or ECE 133 at Kirkwood Community College)	3
ED 164	Health Awareness and PE Methods	3
ED 165	Art Methods K-8 for Classroom Teachers	1.5
ED 232	Principles of Early Childhood and Elementary Education	3
ED 237	Language Development and Learning Experiences for Young Children	3
ED 253	Educational Psychology	3
ED 263	Educating the Exceptional Person	3
ED 269	Music Methods K-8 Classroom Teachers	1.5
ED 270	Care & Education of Infants & Toddlers (or ECE 221 at Kirkwood Community College)	3
ED 272	Creative Experiences for Young Children	4
ED 306	Learning Environments for Young Children	3

ED 309	Reading and Language Arts in the Primary Classroom	3
ED 319	Social Studies Methods for Elementary Teachers	3
ED 345	Math Methods for Elementary Teachers I	3
ED 332	Parent-School Relationships	3
ED 347	Science Methods for Elementary Teachers	3
ED 370	Education Leadership Seminar	2
ED 371	Special Education Foundations	3
or ED 210	English Language Learner: Reading/Writing Tutor	
ED 379	Human Relations	3
PS 124	Developmental Psychology	3
ED 352	Student Teaching in the Elementary School	6
or ED 359	Student Teaching in Kindergarten	
ED 363	Student Teaching in Pre-Kindergarten	6
<b>Kirkwood Community College Courses</b>		
ECE 170	KCC: Child Growth and Development	3
ECE 243	KCC: Early Childhood Guidance	3
ECE 290	KCC: ECE Program Administration	3
Total Hours		88

All courses in the major must be completed with a minimum grade of C (2.00). Students accepted for student teaching and recommended for licensure must meet all TEP standards and maintain a minimum cumulative GPA of 2.70.

Mount Mercy accepts a maximum of 75 semester hours from Kirkwood Community College for all Kirkwood transfers planning to pursue the Early Childhood Education major.

The Education major aims to prepare students, among others, to: create equitable instructional opportunities; demonstrate knowledge of the subject areas for which they will be responsible as teachers; and use assessment to monitor student learning and inform their planning and decisions.

## Major

### (State of Iowa Teaching Endorsement #102)

ED 102	Foundations of Education	3
ED 106	An Invitation to Teaching	1
ED 132	Children's Literature	3
ED 164	Health Awareness and PE Methods	3
ED 165	Art Methods K-8 for Classroom Teachers	1.5
ED 232	Principles of Early Childhood and Elementary Education	3
ED 253	Educational Psychology	3
ED 263	Educating the Exceptional Person	3
ED 269	Music Methods K-8 Classroom Teachers	1.5
ED 309	Reading and Language Arts in the Primary Classroom	3
ED 311	Reading and Language Arts in the Intermediate Classroom	3
ED 319	Social Studies Methods for Elementary Teachers	3
ED 345	Math Methods for Elementary Teachers I	3
ED 346	Math Methods for Elementary Teachers II	3
ED 347	Science Methods for Elementary Teachers	3

ED 352	Student Teaching in the Elementary School	6
or ED 353	Student Teaching in the Elementary School	
ED 370	Education Leadership Seminar	2
ED 375	Classroom Management for Education Majors	2
or ED 350	Classroom Management: Behavior Strategies	
ED 379	Human Relations	3
PS 124	Developmental Psychology	3
Total Hours		56

Each elementary education major must select an Iowa approved endorsement from the following list. Students also may select an institutional minor. Minor requirements are listed under the specific department requirements. All students receive a BS in Elementary Education.

### Elementary Education Endorsements:

- Art (K-8)
- Early Childhood Education: Teacher – Prekindergarten-Kindergarten
- Early Childhood Education: Teacher – Prekindergarten through Grade 3 including Special Education
- English – Language Arts (K-8)
- English as a Second Language (K-12)
- Instructional Strategist I (K-8) (special education)\*
- Instructional Strategist II (K-12 BD and LD) (special education)\*\*
- Mathematics (K-8)
- Middle School (5-8)
- Music (K-8)
- Reading (K-8)
- Science – Basic (K-8)
- Social Science – History (K-8)
- Social Science – Social Studies (K-8)

### \*Instructional Strategist I (K-8) Endorsement:

This endorsement is for students wishing to teach students with mild/moderate disabilities. This endorsement requires one eight-week student teaching placement in a special education classroom and one eight-week placement in a regular education classroom. Students must maintain a minimum 2.70 GPA in this endorsement. Courses in this endorsement must be completed with a minimum grade of C (2.00).

### \*\*Instructional Strategist II (K-12 BD and LD) Endorsement:

This endorsement is for students wishing to teach students with moderate to severe behavior disorders to include Autism/Asperger's as well as Learning Disabilities. The endorsement requires one eight-week student teaching placement in a special education classroom at level of endorsement (elementary or secondary), one eight-week placement in regular education and one four-week placement at the alternative level of endorsement. Students must maintain a minimum 2.70 GPA in this endorsement. Courses in this endorsement must be completed with a minimum grade of C (2.00).

### Early Childhood Endorsements:

These endorsements are options for individuals seeking an Elementary Education (K-6) license

Teacher – Prekindergarten-Kindergarten (endorsement #103)

Teacher – Prekindergarten Through Grade 3 Including Special Education (endorsement #100)

The endorsements require one eight-week student teaching placement in a kindergarten (ED 359 Student Teaching in Kindergarten) or primary (grades 1-3) (ED 352 Student Teaching in the Elementary School) classroom, and one student teaching placement in a prekindergarten (ED 363 Student Teaching in Pre-Kindergarten). Students must maintain a minimum 2.70 GPA in these endorsements. Courses in these endorsements must be completed with a minimum grade of C (2.00).

## Endorsement Requirements

### English - Languages Arts Endorsement (K-8) End. #119: 28-29 semester hours

One course selected from core curriculum writing courses	3
ED 132 Children's Literature	3
ED 309 Reading and Language Arts in the Primary Classroom	3
ED 311 Reading and Language Arts in the Intermediate Classroom	3
CO 101 Oral Communication	3
ED 135 Storytelling	3
Select one of the following:	3
ED 237 Language Development and Learning Experiences for Young Children	3
EN 125 Introduction To Language	3
Select one of the following:	3
EN 133 Topics In American Multiculture Literature	3
EN 175 American Drama	3
EN 176 American Literature Survey: Colonial to 1914	3
EN 123 Professional Writing	4
or EN 203 Creative Writing	
EN 278 American Literature Survey: 1914 to Present	3
<b>Total Hours</b>	<b>46</b>

Students must maintain a minimum 2.70 GPA in the endorsement. Courses in this endorsement must be completed with a minimum grade of C (2.00).

### English as a Second Language (K-12) End. #104: 30 semester hours

EN 122 Grammar for Teaching English as a Second Language	3
SP 205 Linguistics & Second Language Acquisition	3
ED 307 Language, Culture, & Schooling	3
ED 308 Assessment in Teaching English as a Second Language	3
ED 316 ESL Methods for Teaching Academic Content	3
ED 317 ESL Reading & Language Arts Methods & Practicum	3
ED 352 Student Teaching in the Elementary School	6
ED 354 Student Teaching in the Secondary School	6
<b>Total Hours</b>	<b>30</b>

Students must maintain a minimum 2.70 GPA in the endorsement. Courses in this endorsement must be completed with a minimum grade of C (2.00).

### Instructional Strategist I (K-8) End. #260: 36 semester hours

ED 237 Language Development and Learning Experiences for Young Children	3
ED 263 Educating the Exceptional Person	3
ED 313 Prescriptive Reading Instruction	4
ED 350 Classroom Management: Behavior Strategies	2
ED 371 Special Education Foundations	3
ED 376 Methods for Instructional Strategist I K-8	3
ED 380 Characteristics of Learners with Mild/Moderate Disabilities	3
ED 385 Tests, Measures, and Assessment	3
ED 352 Student Teaching in the Elementary School	6
ED 361 Student Teaching - Instructional Strategist I K-8	6
<b>Total Hours</b>	<b>36</b>

Students must maintain a minimum 2.70 GPA in the endorsement. Courses in this endorsement must be completed with a minimum grade of C (2.00).

### Instructional Strategist II (K-12) End. #263 41 semester hours

ED 237 Language Development and Learning Experiences for Young Children	3
ED 263 Educating the Exceptional Person	3
ED 313 Prescriptive Reading Instruction	4
ED 350 Classroom Management: Behavior Strategies	2
ED 371 Special Education Foundations	3
ED 378 Transition	2
ED 382 Methods for Instructional Strategist II K-12	3
ED 383 Methods for Teaching LD & BD Students	3
ED 385 Tests, Measures, and Assessment	3
ED 352 Student Teaching in the Elementary School	6
ED 368 Student Teaching - Instructional Strategist II K-8	6
ED 392 Student Teaching - Instructional Strategist II 5-12	3
<b>Total Hours</b>	<b>41</b>

Students must maintain a minimum 2.70 GPA in the endorsement. Courses in this endorsement must be completed with a minimum grade of C (2.00).

### Mathematics Endorsement (K-8) End. #142: 24-25 semester hours

MA 125 Fundamentals Of Arithmetic & Logic	3
MA 130 Finite Mathematics	3
MA 135 Basic Statistics	3
MA 145 History of Mathematics for Elementary Education	3
MA 150 Discrete Mathematics	3
CS 103 Introduction To Web Site Development	3
MA 132 Basic Mathematical Modeling	3

or MA 142	Mathematics Modeling	
MA 139	Pre-Calculus	4
or MA 164	Calculus I	
ED 345	Math Methods for Elementary Teachers I	3
ED 346	Math Methods for Elementary Teachers II	3
Total Hours		31

Students must maintain a minimum 2.70 GPA in the endorsement. Courses in this endorsement must be completed with a minimum grade of C (2.00).

### Middle School Endorsement (5-8) End. #182: 36-37.5 semester hours

PS 214	Psychology of the Middle School Student	3
ED 311	Reading and Language Arts in the Intermediate Classroom	3
ED 315	Middle School Methods	3
Completion of work in two content areas consisting of 15 semester hours from one content area and 12 semester hours from a second		27
Total Hours		36

Students must maintain a minimum 2.70 GPA in the endorsement. Content areas include:

### Middle School Language Arts (5-8)

CO 102	Public Speaking	3
EN 125	Introduction To Language	3
EN 203	Creative Writing	3
ED 305	Adolescent Literature	3
Select one of the following:		3
EN 133	Topics In American Multiculture Literature	3
EN 175	American Drama	3
EN 176	American Literature Survey: Colonial to 1914	3
EN 278	American Literature Survey: 1914 to Present	3
Total Hours		27

### Middle School Mathematics (5-8)

MA 135	Basic Statistics	
MA 132	Basic Mathematical Modeling	
Select one of the following:		3
MA 125	Fundamentals Of Arithmetic & Logic	
MA 139	Pre-Calculus	
MA 142	Mathematics Modeling	
MA 150	Discrete Mathematics	
Total Hours		3

### Middle School Science (5-8)

PH 115	Introduction To Earth Science	4
BI 125	Foundations of Biology & Scientific Inquiry I	3
BI 125L	Biostatistics and Scientific Investigation I	1.5
PH 114	Natural Science-Physical	4
Select one of the following:		3
PH 151	Principles of Physics I	4.5

CH 111	General Chemistry I	4.5
Total Hours		24.5

### Middle School Social Studies (5-8)

PO 111	Introduction To American Politics	
Select two of the following:		6
HI 114	History of Early America	
HI 115	History Of Modern America	
HI 215	The American Nation, 1789-1877	
Choose from the following to meet credit requirements:		
HI 120	Origins Of The Western Tradition	
HI 130	Emergence Of The West, 800-1648	
HI 140	History Of Western World Since 1648	
HI 213	Recent China In Global Economy	
HI 230	Modern East Asia	
HI 265	Latin American History	
Plus social studies elective as needed to fulfill credit hours requirements, and HI 100 if history courses not taken at Mount Mercy		
Total Hours		6

### Reading Endorsement (K-8) End. #148: 29 semester hours

ED 132	Children's Literature	3
ED 210	English Language Learner: Reading/Writing Tutor	3
or ME 120	Immigrants and Literacy: In Pursuit of the American Dream	
ED 237	Language Development and Learning Experiences for Young Children	3
ED 309	Reading and Language Arts in the Primary Classroom	3
ED 311	Reading and Language Arts in the Intermediate Classroom	3
ED 313	Prescriptive Reading Instruction	4
ED 314	Diagnostic Reading	3
One course from core curriculum writing courses:		3
CO 101	Oral Communication	3
Total Hours		28

Students must maintain a minimum 2.70 GPA in the endorsement. Courses in this endorsement must be completed with a minimum grade of C (2.00).

### Science - Basic Endorsement (K-8) End. #150: 35-36.5 semester hours

BI 125	Foundations of Biology & Scientific Inquiry I	3
BI 125L	Biostatistics and Scientific Investigation I	1.5
BI 126	Foundations of Biology & Scientific Inquiry II	4.5
BI 127	Foundations of Biology & Scientific Inquiry III	4.5
CH 111	General Chemistry I	4.5
ED 347	Science Methods for Elementary Teachers	3
PH 114	Natural Science-Physical	4
PH 115	Introduction To Earth Science	4



Select one of the following and associated labs:	3
BI 274 Human Physiology	3
CH 112 General Chemistry II	4.5
PH 151 Principles of Physics I	4
Earth/Space Science	3
<b>Total Hours</b>	<b>46.5</b>

Students must maintain a minimum 2.70 GPA in the endorsement.

### Social Science - History Endorsement (K-8) End. #162: 27 semester hours

HI 140 History Of Western World Since 1648	
ED 319 Social Studies Methods for Elementary Teachers	
Select one of the following:	3
HI 115 History Of Modern America	
HI 120 Origins Of The Western Tradition	
HI 130 Emergence Of The West, 800-1648	
Select three of the following:	9
HI 114 History of Early America	
HI 205 Colonial And Revolutionary America	
HI 215 The American Nation, 1789-1877	
HI 225 History Of Iowa	
HI 245 Recent American History	
Select three of the following:	9
HI 213 Recent China In Global Economy	
HI 230 Modern East Asia	
HI 250 Medieval Europe	
HI 260 Early Modern Europe 1450-1789	
HI 265 Latin American History	
HI 270 Nineteenth Century Europe	
HI 280 Twentieth Century Europe	
HI 380 Imperial Russia and the Soviet Era	
<b>Total Hours</b>	<b>21</b>

Students must maintain a minimum 2.70 GPA in the endorsement. Courses in this endorsement must be completed with a minimum grade of C (2.00).

### Social Science - Social Studies Endorsement (K-8) End. #164: 27 semester hours

ED 319 Social Studies Methods for Elementary Teachers	
Plus 24 semester hours of work from at least three of the following areas:	24
<b>History</b>	
HI 114 History of Early America	
HI 115 History Of Modern America	
HI 130 Emergence Of The West, 800-1648	
HI 140 History Of Western World Since 1648	
HI 205 Colonial And Revolutionary America	
HI 215 The American Nation, 1789-1877	
HI 225 History Of Iowa	
HI 265 Latin American History	

<b>American Government (political science)</b>	
PO 111 Introduction To American Politics	
PO 201 The Presidency	
PO 202 Congress	
PO 203 The U.S. Supreme Court and the American Judiciary	
PO 205 History of American Political Thought	
PO 311 American Foreign Policy	
<b>Sociology</b>	
SO 122 Introduction To Sociology	
SO 176 Criminology	
SO 183 Introduction to Cultural Anthropology	
SO 202 Marriage and Family	
SO 251 Sociological Theories	
<b>Economics</b>	
EC 230 Humanistic Economics	
EC 251 Macroeconomics Principles	
EC 252 Microeconomic Principles	
<b>Psychology</b>	
PS 101 Introductory Psychology	
PS 205 Psychology Of Adjustment	
PS 214 Psychology of the Middle School Student or PS 215 Adolescent Psychology	
PS 221 Social Psychology	
PS 286 Biological Psychology	
PS 385 Cognitive Neuroscience	
<b>Total Hours</b>	<b>24</b>

Students must maintain a minimum 2.70 GPA in the endorsement. Courses in this endorsement must be completed with a minimum grade of C (2.00).

### Teacher - Prekindergarten-Kindergarten End. #103: 31 semester hours

ED 117 Instructional Programs and Methods in Early Childhood Education	3
ED 143 Child and Family Nutrition	3
ED 237 Language Development and Learning Experiences for Young Children	3
ED 272 Creative Experiences for Young Children	4
ED 306 Learning Environments for Young Children	3
ED 332 Parent-School Relationships	3
ED 359 Student Teaching in Kindergarten or ED 352 Student Teaching in the Elementary School	6
ED 363 Student Teaching in Pre-Kindergarten	6
<b>Total Hours</b>	<b>31</b>

Students must complete all requirements for an Elementary Teaching License. One kindergarten field experience must be completed in association with a core course. Students must maintain a minimum 2.70 GPA in the endorsement. Courses in this endorsement must be completed with a minimum grade of C (2.00).

### Teacher - Prekindergarten through Grade 3 including Special Education End. #100: 31 semester hours

ED 117	Instructional Programs and Methods in Early Childhood Education	3
ED 143	Child and Family Nutrition	3
ED 237	Language Development and Learning Experiences for Young Children	3
ED 270	Care & Education of Infants & Toddlers	3
ED 272	Creative Experiences for Young Children	4
ED 306	Learning Environments for Young Children	3
ED 332	Parent-School Relationships	3
ED 363	Student Teaching in Pre-Kindergarten	6
ED 371	Special Education Foundations	3
ED 376	Methods for Instructional Strategist I K-8	3
Choose 1 of the following:		6
ED 352	Student Teaching in the Elementary School	
ED 359	Student Teaching in Kindergarten	
Total Hours		40

CPR/First Aid certification required for licensure. Students must maintain a minimum 2.70 GPA in the endorsement. Courses in this endorsement must be completed with a minimum grade of C (2.00).

### Original Endorsement in Art (K-8) End. #113: 31 semester hours

AR 102	Drawing I	3
AR 103	Art & Graphic Design Fundamentals	3
AR 141	Painting I	3
AR 151	Printmaking I	3
AR 171	Sculpture I	3
AR 202	Drawing II	3
AR 212	Art History 1	3
AR 213	Art History II	3
AR 410	Senior Thesis Preparation	1
AR 415	Senior Thesis & Exhibit	3
Select one of the following:		3
AR 106	Photography I	
AR 161	Ceramics I	
AR 181	Fiber Arts	

Plus the following Education Courses:

ED 102	Foundations of Education	
ED 106	An Invitation to Teaching	
ED 166	Art Methods Majors K-8 with reading	
ED 232	Principles of Early Childhood and Elementary Education	
ED 253	Educational Psychology	
ED 263	Educating the Exceptional Person	
ED 370	Education Leadership Seminar	
ED 375	Classroom Management for Education Majors	
ED 379	Human Relations	
PS 124	Developmental Psychology	
Select one of the following:		3

ED 364	Student Teaching - Art K-8	
ED 351 & ED 356	Student Teaching - Art K-8 and Student Teaching - Art 5-12	
Total Hours		34

Students must maintain a minimum 2.70 GPA in the endorsement. Courses in this endorsement must be completed with a minimum grade of C (2.00).

### Original Endorsement in Music (K-8) End. #144: 38-44 semester hours

MU 100	Seminar	0
MU 101	Music Theory I	4
MU 102	Music Theory II	4
MU 107	Instrumental Music Methods	2
MU 202	Music Theory III	3
MU 203	Music Theory IV	3
MU 251	Conducting	3
MU 257	Vocal Techniques	3
or MU 315	Piano Literature And Pedagogy	
or MU 322	Counterpoint	
MU 324	Form and Analysis	3
MU 332	Music History	3
MU 333	Music History	3

Plus ensemble and applied music every semester enrolled except when student teaching (6-12 semester hours)

Plus the following Education Courses:

ED 102	Foundations of Education	3
ED 106	An Invitation to Teaching	1
ED 232	Principles of Early Childhood and Elementary Education	3
ED 253	Educational Psychology	3
ED 263	Educating the Exceptional Person	3
ED 268	Music Methods Majors K-8 with reading	2
ED 366	Student Teaching in Music K-8	12
ED 370	Education Leadership Seminar	2
ED 375	Classroom Management for Education Majors	1
ED 379	Human Relations	3
PS 124	Developmental Psychology	3

Select one of the following: 3

ED 366	Student Teaching in Music K-8	
ED 357 & ED 358	Student Teaching - Music K-8 and Student Teaching - Music 5-12	
Total Hours		70

Students must maintain a minimum 2.70 GPA in the endorsement. Courses in this endorsement must be completed with a minimum grade of C (2.00).

### Early Childhood Minor: 25 semester hours

#### \*Insufficient hours for licensure/endorsement

ED 117	Instructional Programs and Methods in Early Childhood Education	3
ED 143	Child and Family Nutrition	3

ED 237	Language Development and Learning Experiences for Young Children	3
ED 272	Creative Experiences for Young Children	4
ED 306	Learning Environments for Young Children	3
ED 332	Parent-School Relationships	3
PS 124	Developmental Psychology	3
ED 270	Care & Education of Infants & Toddlers	3
Total Hours		25

### Special Education Minor (K-8): 19-21 semester hours

#### \*Insufficient hours for licensure/endorsement

ED 263	Educating the Exceptional Person	3
ED 350	Classroom Management: Behavior Strategies	2
ED 371	Special Education Foundations	3
ED 385	Tests, Measures, and Assessment	3
Select two of the following:		6
ED 313	Prescriptive Reading Instruction	
ED 380	Characteristics of Learners with Mild/Moderate Disabilities	
ED 383	Methods for Teaching LD & BD Students	
Total Hours		17

### English as a Second Language Minor (K-12): 18 semester hours

#### \*Insufficient hours for licensure/endorsement

EN 122	Grammar for Teaching English as a Second Language	3
SP 205	Linguistics & Second Language Acquisition	3
ED 307	Language, Culture, & Schooling	3
ED 308	Assessment in Teaching English as a Second Language	3
ED 316	ESL Methods for Teaching Academic Content	3
ED 317	ESL Reading & Language Arts Methods & Practicum	3
Total Hours		18

Each secondary teacher must have an original endorsement of at least 30 semester hours in an academic field. The original endorsement is listed as major for degree and transcript purposes as specified below. In addition, the student must complete the secondary education major. A second teaching endorsement (minor area) is not required but highly recommended. Students must maintain a minimum 2.70 GPA in the original endorsements, the second teaching endorsements (minor areas) and in the Secondary Education Major.

### Major

ED 102	Foundations of Education	3
ED 106	An Invitation to Teaching	1
ED 234	Principles of Secondary Education	4
ED 253	Educational Psychology	3
ED 263	Educating the Exceptional Person	3
ED 322	Secondary General Methods with Reading	2

Select one of the following:		2
ED 323	Art Methods Majors 5-12 (with reading)	
ED 324	Music Methods Music Majors 5-12 (with Reading)	
ED 325	Methods 5-12 Business (with Reading)	
ED 326	Methods 5-12 English/LA (with Reading)	
ED 327	Methods 5-12 Mathematics (with Reading)	
ED 328	Methods 5-12 Science (with Reading)	
ED 329	Methods 5-12 Social Science (with Reading)	
ED 354	Student Teaching in the Secondary School	6
or ED 355	Student Teaching in the Secondary School	
ED 370	Education Leadership Seminar	2
ED 375	Classroom Management for Education Majors	1
ED 379	Human Relations	3
PS 124	Developmental Psychology	3
Total Hours		33

### Original endorsements (5-12):

Art – Education  
 Business – All  
 English – Language Arts  
 History  
 Mathematics – Education  
 Music – Education  
 Science – Biological  
 Social Science – All  
 Social Science – American Government  
 Social Science – American History  
 Social Science – Psychology  
 Social Science – Sociology  
 Social Science – World History

### Original Endorsement in Art (5-12) End. #114: 31 semester hours

AR 102	Drawing I	3
AR 103	Art & Graphic Design Fundamentals	3
AR 141	Painting I	3
AR 151	Printmaking I	3
AR 171	Sculpture I	3
AR 202	Drawing II	3
AR 212	Art History 1	3
AR 213	Art History II	3
AR 410	Senior Thesis Preparation	1
AR 415	Senior Thesis & Exhibit	3
Select one of the following:		3
AR 106	Photography I	
AR 120	Visual Technology	
AR 161	Ceramics I	
Plus the major in secondary education including ED 322 and ED 323 (reading included)		
Total Hours		31

The student will receive a Bachelor of Arts degree with majors in Art-Education and Secondary Education.

### Original Endorsement in Business - All (5-12) End. #1171: 36 semester hours

BC 265	Principles Of Accounting I	3
BC 266	Principles Of Accounting II	3
BA 203	Principles Of Law	3
BA 250	Technology & Communication In Business	3
BA 300	Entrepreneurship	3
BA 379	Financial Management	3
BN 340	Management Information Systems	3
BN 204	Principles Of Management	3
EC 251	Macroeconomics Principles	3
EC 252	Microeconomic Principles	3
BK 208	Principles Of Marketing	3
Select one of the following:		3
BK 300	Advertising and Creative Campaign Strategies	
BK 301	Product, Brand and Category Management	
BK 305	Professional Selling	
BK 310	Consumer Behavior	
BK 311	International Marketing	
BK 331	Retail Management	

Plus the major in secondary education, including ED 322 and ED 325 (reading included)

Total Hours 36

The student will receive a Bachelor of Business Administration with majors in Business-Education and Secondary Education.

### Original Endorsement in English - Language Arts (5-12) End. #120: 40 semester hours

ED 305	Adolescent Literature	3
EN 125	Introduction To Language	3
EN 203	Creative Writing	3
EN 210	Writing And Analysis Of Literature	4
EN 215	Major English Writers	3
EN 234	Shakespeare	3
EN 278	American Literature Survey: 1914 to Present	3
EN 303	Topics In American Literature	3
EN 325	Seminar: Independent Research	3
Select three of the following:		9
EN 225	Chaucer And The Middle Ages	
EN 236	Milton and the 17th Century	
EN 243	18th-Century Literature	
EN 254	The English Romantic Age	
EN 265	The Victorian Age	
EN 300	Topics in Literature	
EN 309	British Modernism	

Plus the major in secondary education including ED 322 and ED 326 (reading included)

Must also select a course from the core curriculum writing courses; SD 111 or SD 112.

Total Hours 37

The student will receive a Bachelor of Arts degree with majors in English-Language Arts and Secondary Education.

### Original Endorsement in Mathematics (5-12) End. #143: 36 semester hours

MA 150	Discrete Mathematics	3
MA 164	Calculus I	4
MA 165	Calculus II	4
MA 166	Calculus III	3
MA 202	Linear Algebra	4
MA 214	Probability And Statistics	3
MA 323	Foundations Of Modern Geometry	3
MA 364	Modern Algebra	3
MA 380	History Of Mathematics	3
Electives in mathematics		3
Electives in computer programming		3
Plus the major in secondary education, including ED 327 (reading included)		
Total Hours		36

The student will receive a Bachelor of Science degree with majors in Mathematics-Education and Secondary Education.

### Original Endorsement in Music (5-12) End. #145: 38-44 semester hours

MU 100	Seminar	0
MU 101	Music Theory I	4
MU 102	Music Theory II	4
MU 107	Instrumental Music Methods	2
MU 202	Music Theory III	3
MU 203	Music Theory IV	3
MU 251	Conducting	3
MU 257	Vocal Techniques	3
or MU 315	Piano Literature And Pedagogy	
or MU 322	Counterpoint	
MU 324	Form and Analysis	3
MU 332	Music History	3
MU 333	Music History	3
Ensemble and applied music every semester enrolled except when student teaching		
Plus the Education Courses:		
ED 102	Foundations of Education	3
ED 106	An Invitation to Teaching	1
ED 234	Principles of Secondary Education	4
ED 253	Educational Psychology	3
ED 263	Educating the Exceptional Person	3
ED 324	Music Methods Music Majors 5-12 (with Reading)	2
ED 367	Student Teaching in Music 5-12	12
ED 370	Education Leadership Seminar	2
ED 375	Classroom Management for Education Majors	1
ED 379	Human Relations	3



PS 124	Developmental Psychology	3
Total Hours		68

The student will receive a Bachelor of Arts degree with majors in Music-Education and Secondary Education.

### Original Endorsement in Science - Biological (5-12) End. #151: 34.5-36 semester hours

BI 125	Foundations of Biology & Scientific Inquiry I	3
BI 125L	Biostatistics and Scientific Investigation I	1.5
BI 126	Foundations of Biology & Scientific Inquiry II	4.5
BI 127	Foundations of Biology & Scientific Inquiry III	4.5
BI 303	Genetics	4.5
BI 310	Ecology	4.5
CH 111	General Chemistry I	4.5
CH 112	General Chemistry II	4.5
Select one of the following:		3
BI 225	Global Environmental Issues	
BI 242	Iowa Natural History	
BI 274	Human Physiology	
BI 315	General Microbiology	
CH 211	Organic Chemistry I	
Plus the major in secondary education, including ED 328 (reading included)		
BI 305 and a statistics course are also recommended		
Total Hours		34.5

The student will receive a Bachelor of Science degree with majors in Biology-Education and Secondary Education.

### Original Endorsement in Social Sciences – All Social Sciences (5-12) End. # 186: 51 semester hours

Complete the following requirements: 9 semester hours in World History, 9 semester hours in American History, 9 semester hours in Government, 6 semester hours in Sociology, 6 semester hours in Psychology, other than educational psychology, 6 semester hours in Geography, 6 semester hours in Economics (see catalog pg. 93 for lists of courses). The student will receive a Bachelor of Science degree with majors in Secondary Education and Social Science-Education.

### Original Endorsement in Social Sciences – Combining three (3) Social Science Areas (5-12): 45-49 semester hours

Choose three (3) of the social science areas below. For students choosing History, both American and World History must be completed. With the major in secondary education including ED 329 Methods 5-12 Social Science (with Reading) . The student will be eligible for Iowa Licensure in the three (3) areas completed. The student will receive a Bachelor of Science degree with majors in Secondary Education and Social Science-Education.

### Social Sciences - American History: 15 semester hours

HI 115	History Of Modern America	3
HI 215	The American Nation, 1789-1877	3
HI 400	Seminar In Historical Research	3
Select two of the following:		6
HI 205	Colonial And Revolutionary America	
HI 225	History Of Iowa	
HI 245	Recent American History	
HI 278	History Of US Environmentalism	3
HI 285	US And The Vietnam War	
HI 306	20th Century American History of Race and Gender	
Total Hours		18

### Social Sciences - World History: 15 semester hours

HI 140	History Of Western World Since 1648	3
Select two of the following:		6
HI 250	Medieval Europe	
HI 260	Early Modern Europe 1450-1789	
HI 270	Nineteenth Century Europe	
HI 280	Twentieth Century Europe	
Select two of the following:		6
HI 120	Origins Of The Western Tradition	
HI 130	Emergence Of The West, 800-1648	
HI 213	Recent China In Global Economy	
HI 230	Modern East Asia	
HI 265	Latin American History	
HI 380	Imperial Russia and the Soviet Era	
Total Hours		15

### Social Sciences - American Government: 15 semester hours

PO 111	Introduction To American Politics	3
Select four of the following:		12
PO 201	The Presidency	
PO 202	Congress	
PO 203	The U.S. Supreme Court and the American Judiciary	
PO 204	Political Parties, Voters and Elections	
PO 205	History of American Political Thought	
PO 301	Constitutional Law I: Structure of Government	3
PO 302	Constitutional Law II: Civil Rights and Liberties	3
PO 311	American Foreign Policy	
PO 314	Contemporary Political Ideologies	3
PO 326	Politics and Public Policy	
PO 335	State and Local Government	
PO 342	Politics Public Administration	
PO 353	Politics and Economic Policy in the United States	
PO 445	Independent Study	
Total Hours		24

**Social Sciences - Psychology: 19 semester hours**

PS 101	Introductory Psychology	3
PS 325	Statistics For Behavioral Sciences	4
Select three of the following:		9
PS 205	Psychology Of Adjustment	
PS 221	Social Psychology	
PS 286	Biological Psychology	
PS 306	Abnormal Psychology	
PS 319	Classic Theories of Personality	
PS 371	Introduction To Counseling	
PS 385	Cognitive Neuroscience	
Select one of the following:		3
PS 214	Psychology of the Middle School Student	
PS 215	Adolescent Psychology	
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Total Hours		19

**Social Sciences - Sociology: 15 semester hours**

SO 122	Introduction To Sociology	3
SO 235	Social Inequalities	3
SO 251	Sociological Theories	3
Select two of the following:		6
SO 155	Social Problems	
SO 176	Criminology	
SO 202	Marriage and Family	
SO 320	Sociology of Work	
SO 330	Global Race Relations	
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Total Hours		15

**Social Sciences - Economics: 15 semester hours**

EC 251	Macroeconomics Principles	3
EC 252	Microeconomic Principles	3
Select three of the following:		9
EC 230	Humanistic Economics	
EC 366	Money and Banking	
EC 376	International Economics	
EC 445	Independent Study	
PO 312	Politics of International Economic Relations	
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Total Hours		15

**Original Endorsement in Social Science - American History (5-12) End. #158: 33 semester hours**

18 semester hours in American history:

HI 115	History Of Modern America	3
HI 215	The American Nation, 1789-1877	3
HI 400	Seminar In Historical Research	3
Select three of the following:		9
HI 205	Colonial And Revolutionary America	
HI 225	History Of Iowa	
HI 245	Recent American History	

HI 278	History Of US Environmentalism	
HI 285	US And The Vietnam War	
HI 306	20th Century American History of Race and Gender	

Plus 15 semester hours in World History:

HI 140	History Of Western World Since 1648	3
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Select two of the following: 6

HI 250	Medieval Europe	
HI 260	Early Modern Europe 1450-1789	
HI 270	Nineteenth Century Europe	
HI 280	Twentieth Century Europe	

Select two of the following: 6

HI 120	Origins Of The Western Tradition	
HI 130	Emergence Of The West, 800-1648	
HI 213	Recent China In Global Economy	
HI 230	Modern East Asia	
HI 265	Latin American History	
HI 380	Imperial Russia and the Soviet Era	

Plus the major in secondary education, including ED 329 (reading included)

Total Hours		33
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At least seven history courses must be numbered 100 or above. Also qualifies for World History endorsement. The student will receive a Bachelor of Arts degree with majors in History and Secondary Education.

**Original Endorsement in Social Science - Psychology (5-12) End. #163: 34 semester hours**

PS 101	Introductory Psychology	3
PS 325	Statistics For Behavioral Sciences	4
Select three of the following:		9
PS 205	Psychology Of Adjustment	
PS 221	Social Psychology	
PS 286	Biological Psychology	
PS 306	Abnormal Psychology	
PS 319	Classic Theories of Personality	
PS 371	Introduction To Counseling	
PS 385	Cognitive Neuroscience	
PS 214	Psychology of the Middle School Student	3
or PS 215	Adolescent Psychology	
SO 122	Introduction To Sociology	3
SO 235	Social Inequalities	3
SO 251	Sociological Theories	3
Select two of the following:		6
SO 155	Social Problems	
SO 176	Criminology	
SO 202	Marriage and Family	
SO 320	Sociology of Work	
SO 330	Global Race Relations	

Plus the major in secondary education, including ED 329 (reading included)

Total Hours	34
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The student will receive a Bachelor of Science degree with majors in Social Science-Psychology and Secondary Education.

### Original Endorsement in Social Science - Sociology (5-12) End. #165: 30 semester hours

SO 122	Introduction To Sociology	3
SO 235	Social Inequalities	3
SO 251	Sociological Theories	3
Select two of the following:		6
SO 155	Social Problems	
SO 176	Criminology	
SO 202	Marriage and Family	
SO 320	Sociology of Work	
SO 330	Global Race Relations	

Plus 15 semester hours selected from one of the following content areas:

- American Government
- Economics
- Psychology

Plus the major in secondary education, including ED 329 (reading included)

Total Hours	30
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The student will receive a Bachelor of Arts degree with majors in Social Science-Sociology and Secondary Education.

### Original Endorsement in Social Science - World History (5-12) End. #166: 33 semester hours

HI 140	History Of Western World Since 1648	3
HI 400	Seminar In Historical Research	3
Select two of the following:		6
HI 250	Medieval Europe	
HI 260	Early Modern Europe 1450-1789	
HI 270	Nineteenth Century Europe	
HI 280	Twentieth Century Europe	

Select two of the following: 6

HI 120	Origins Of The Western Tradition	
HI 130	Emergence Of The West, 800-1648	
HI 213	Recent China In Global Economy	
HI 230	Modern East Asia	
HI 265	Latin American History	
HI 380	Imperial Russia and the Soviet Era	

HI 115	History Of Modern America	3
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HI 215	The American Nation, 1789-1877	3
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Select three of the following: 9

HI 205	Colonial And Revolutionary America	
HI 225	History Of Iowa	

HI 245	Recent American History	
HI 278	History Of US Environmentalism	
HI 285	US And The Vietnam War	
HI 306	20th Century American History of Race and Gender	

Plus the major in secondary education, including ED 329 (reading included)

Total Hours	33
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The student will receive a Bachelor of Arts degree with majors in History and Secondary Education.

### Secondary Education Minor Endorsements (5-12)

Mount Mercy offers the following minor endorsement areas for 5-12; these differ from original endorsements in that they must accompany an original endorsement:

English – Language Arts

Instructional Strategist I (5-12)

*(Special Education - must be paired with a subject area endorsement)*

Instructional Strategist II (K-12 BD and LD)

*(Special Education - must be paired with a subject area endorsement)*

Journalism

Mathematics

Middle School (5-8)*(must be paired with a subject area endorsement)*

Science – Chemistry

Science – General Science

Science – Physical Science

Social Science – American Government

Social Science – American History

Social Science – Economics

Social Science – Psychology

Social Science – Sociology

Social Science – World History

### Endorsement in English - Language Arts (5-12) (second teaching area) End. #120: 28 semester hours

EN 125	Introduction To Language	3
EN 176	American Literature Survey: Colonial to 1914	3
EN 178	Major American Writers	3
EN 203	Creative Writing	3
EN 210	Writing And Analysis Of Literature	4
EN 215	Major English Writers	3
EN 278	American Literature Survey: 1914 to Present	3
ED 305	Adolescent Literature	3

Select two of the following: 6

EN 225	Chaucer And The Middle Ages	
EN 234	Shakespeare	
EN 236	Milton and the 17th Century	
EN 243	18th-Century Literature	
EN 254	The English Romantic Age	
EN 265	The Victorian Age	

EN 300	Topics in Literature	
EN 309	British Modernism	
CO 101	Oral Communication	3
ED 326	Methods 5-12 English/LA (with Reading)	2
Total Hours		36

### Instructional Strategist I (5-12) End. #261: 33 semester hours

ED 263	Educating the Exceptional Person	3
ED 350	Classroom Management: Behavior Strategies	2
ED 371	Special Education Foundations	3
ED 377	Methods for Instructional Strategist I 5-12	3
ED 378	Transition	2
ED 380	Characteristics of Learners with Mild/Moderate Disabilities	3
ED 385	Tests, Measures, and Assessment	3
ED 354	Student Teaching in the Secondary School	6
ED 362	Student Teaching - Instructional Strategist I 5-12	6
Total Hours		31

All coursework in this endorsement must be completed with a grade of C (2.00) or above. This endorsement must be paired with a subject area endorsement.

### Instructional Strategist II (K-12) End. #264: 46 semester hours

ED 237	Language Development and Learning Experiences for Young Children	3
ED 263	Educating the Exceptional Person	3
ED 313	Prescriptive Reading Instruction	4
ED 350	Classroom Management: Behavior Strategies	2
ED 371	Special Education Foundations	3
ED 378	Transition	2
ED 382	Methods for Instructional Strategist II K-12	3
ED 383	Methods for Teaching LD & BD Students	3
ED 385	Tests, Measures, and Assessment	3
ED 354	Student Teaching in the Secondary School	6
ED 369	Student Teaching - Instructional Strategist II 5-12	6
ED 391	Student Teaching - Instructional Strategist II K-8	3
Total Hours		41

All coursework in this endorsement must be completed with a grade of C (2.00) or above. This endorsement must be paired with a subject area endorsement.

### Endorsement in Journalism (5-12) (second teaching area) End. #141: 15 semester hours

CO 120	Introduction to Journalism	3
CO 281	Newspaper Reporting	3
CO 290	News Processing for Journalism and Public Relations	4
CO 372	Communication Practicum	1
AR 130	Graphic Design I	3

Methods course		3
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Also recommended (but not required) to take:

AR 106	Photography I	
CO 140	Introduction to Mass Media in the United States	
Total Hours		17

### Endorsement in Mathematics (5-12) (second teaching area) End. #143: 24 semester hours

MA 150	Discrete Mathematics	3
MA 164	Calculus I	4
MA 165	Calculus II	4
MA 202	Linear Algebra	4
MA 214	Probability And Statistics	3
MA 323	Foundations Of Modern Geometry	3
CS 103	Introduction To Web Site Development	3
Total Hours		24

### Endorsement in Middle School (5-8) End. #182: 36-37.5 semester hours

PS 214 Psychology of the Middle School Student, ED 311 Reading and Language Arts in the Intermediate Classroom, ED 315 Middle School Methods and work in two content areas consisting of 15 semester hours from one content area and 12 semester hours from a second. Students must maintain a minimum 2.70 GPA in the endorsement. Content areas include:

#### Middle School Language Arts (5-8)

CO 102	Public Speaking	3
EN 125	Introduction To Language	3
EN 203	Creative Writing	3
ED 305	Adolescent Literature	3
Select one of the following:		3
EN 133	Topics In American Multiculture Literature	
EN 175	American Drama	
EN 176	American Literature Survey: Colonial to 1914	
EN 278	American Literature Survey: 1914 to Present	3
Total Hours		18

#### Middle School Mathematics (5-8)

MA 135	Basic Statistics	3
MA 132	Basic Mathematical Modeling	3
Select one of the following:		3
MA 125	Fundamentals Of Arithmetic & Logic	
MA 139	Pre-Calculus	
MA 142	Mathematics Modeling	
MA 150	Discrete Mathematics	
Total Hours		9

#### Middle School Science (5-8)

PH 115	Introduction To Earth Science	4
BI 125	Foundations of Biology & Scientific Inquiry I	3
BI 125L	Biostatistics and Scientific Investigation I	1.5



PH 114	Natural Science-Physical	4
CH 111	General Chemistry I	4.5
Total Hours		17

### Middle School Social Studies (5-8)

PO 111	Introduction To American Politics	3
Select two of the following:		6
HI 114	History of Early America	
HI 115	History Of Modern America	
HI 215	The American Nation, 1789-1877	
Select two of the following:		6
HI 120	Origins Of The Western Tradition	
HI 130	Emergence Of The West, 800-1648	
HI 140	History Of Western World Since 1648	
HI 213	Recent China In Global Economy	
HI 230	Modern East Asia	
HI 265	Latin American History	
Plus social studies elective as needed to fulfill credit hour requirements		
HI 100	Basic Geographic Principles	
Total Hours		15

### Endorsement in Science - Chemistry (5-12) (second teaching area) End. #152: 24-25.5 semester hours

CH 111	General Chemistry I	4.5
CH 112	General Chemistry II	4.5
CH 203	Nutritional Biochemistry	3
CH 211	Organic Chemistry I	4.5
CH 212	Organic Chemistry II	4.5
CH 207	Inorganic Qualitative Analysis	3
Total Hours		24

### Endorsement in Science - General Science (5-12) (second teaching area) End. #154: 27 semester hours

CH 111	General Chemistry I	4.5
CH 112	General Chemistry II	4.5
BI 125	Foundations of Biology & Scientific Inquiry I	3
BI 125L	Biostatistics and Scientific Investigation I	1.5
BI 126	Foundations of Biology & Scientific Inquiry II	4.5
or BI 127	Foundations of Biology & Scientific Inquiry III	
Total Hours		18

One course in analytical chemistry is strongly recommended.

### Endorsement in Science - Physical Science (5-12) (second teaching area) End. #155: 24-25.5 semester hours

PH 115	Introduction To Earth Science	4
PH 151	Principles of Physics I	4.5
CH 111	General Chemistry I	4.5

CH 112	General Chemistry II	4.5
One elective course in Astronomy, Physical Science (Not PH 114) or Chemistry		3
Total Hours		20.5

Students are recommended (not required) to take a course in Astronomy.

### Endorsement in Social Science - American Government (5-12) (second teaching area) End. #157: 24 semester hours

PO 111	Introduction To American Politics	3
Select seven of the following:		21
PO 201	The Presidency	
PO 202	Congress	
PO 203	The U.S. Supreme Court and the American Judiciary	
PO 204	Political Parties, Voters and Elections	
PO 205	History of American Political Thought	
PO 311	American Foreign Policy	
PO 314	Contemporary Political Ideologies	
PO 326	Politics and Public Policy	
PO 335	State and Local Government	
PO 342	Politics Public Administration	
PO 353	Politics and Economic Policy in the United States	
PO 445	Independent Study	
Total Hours		24

### Endorsement in Social Science - American History (5-12) (second teaching area) End. #158: 24 semester hours

HI 115	History Of Modern America	3
HI 215	The American Nation, 1789-1877	3
Select six of the following:		18
HI 205	Colonial And Revolutionary America	
HI 225	History Of Iowa	
HI 245	Recent American History	
HI 285	US And The Vietnam War	
HI 400	Seminar In Historical Research	
HI 306	20th Century American History of Race and Gender	
HI 445	History Independent Study	
Total Hours		24

### Endorsement in Social Science - Economics (5-12) (second teaching area) End. #160: 30 semester hours

EC 251	Macroeconomics Principles	3
EC 252	Microeconomic Principles	3
Select three of the following:		9
EC 230	Humanistic Economics	
EC 366	Money and Banking	

EC 376	International Economics	
EC 445	Independent Study	
PO 312	Politics of International Economic Relations	
PO 353	Politics and Economic Policy in the United States	
Plus 15 semester hours in American government, Sociology or Business		15
Total Hours		30

### Endorsement in Social Science - Psychology (5-12) (second teaching area) End. #163: 25 semester hours

PS 101	Introductory Psychology	3
PS 325	Statistics For Behavioral Sciences	4
Select five of the following:		15
PS 205	Psychology Of Adjustment	
PS 221	Social Psychology	
PS 286	Biological Psychology	
PS 306	Abnormal Psychology	
PS 319	Classic Theories of Personality	
PS 371	Introduction To Counseling	
PS 385	Cognitive Neuroscience	
Select one of the following:		3
PS 214	Psychology of the Middle School Student	
PS 215	Adolescent Psychology	
Total Hours		25

### Endorsement in Social Science - Sociology (5-12) (second teaching area) End. #164: 24 semester hours

SO 122	Introduction To Sociology	3
SO 155	Social Problems	3
SO 235	Social Inequalities	3
SO 251	Sociological Theories	3
SO 330	Global Race Relations	3
Select three of the following:		9
SO 176	Criminology	
SO 202	Marriage and Family	
SO 285	Islam And Politics	
SO 290	Urban Sociology	
SO 320	Sociology of Work	
Total Hours		24

### Endorsement in Social Science - World History (5-12) (second teaching area) End. #166: 24 semester hours

HI 140	History Of Western World Since 1648	3
HI 120	Origins Of The Western Tradition	3
or HI 130	Emergence Of The West, 800-1648	
Select six of the following:		18
HI 213	Recent China In Global Economy	
HI 230	Modern East Asia	

HI 250	Medieval Europe	
HI 260	Early Modern Europe 1450-1789	
HI 265	Latin American History	
HI 270	Nineteenth Century Europe	
HI 280	Twentieth Century Europe	
HI 380	Imperial Russia and the Soviet Era	
HI 445	History Independent Study	
Total Hours		24

### Special Education Minor (5-12): 18 semester hours

\*Insufficient hours for licensure/endorsement

ED 263	Educating the Exceptional Person	3
ED 350	Classroom Management: Behavior Strategies	2
ED 371	Special Education Foundations	3
ED 378	Transition	2
ED 385	Tests, Measures, and Assessment	3
Select one of the following:		3
ED 380	Characteristics of Learners with Mild/Moderate Disabilities	
ED 383	Methods for Teaching LD & BD Students	
Total Hours		16

### Courses

#### **ECE 170 KCC: Child Growth and Development: 3 semester hours**

This course reviews typical and atypical development of children from conception to adolescence in all developmental domains. Presents interactions between child, family and society within a variety of community and cultural contexts. Examines theories associated with our understanding of children.

#### **ECE 243 KCC: Early Childhood Guidance: 3 semester hours**

See Kirkwood Community College Catalog for course description.

#### **ECE 290 KCC: ECE Program Administration: 3 semester hours**

See Kirkwood Community College catalog for course description.

#### **ED 100 Reading Tutor: 2 semester hours**

This course is designed for individuals with little or no experience in teaching reading or writing but who have a strong desire to help others become literate. It provides students with an opportunity to tutor in a school setting. As part of a federal literacy initiative, it may be possible to receive work-study funding to act as a tutor. Please contact the course instructor(s) for more information. Open to all students.

#### **ED 102 Foundations of Education: 3 semester hours**

A basic historical, philosophical, and sociological orientation to the whole field of American education, including a study of contemporary issues and problems; a field experience of thirty hours in an elementary or secondary school is required. This course must be completed with a minimum grade of C (2.00). Prerequisite: Cumulative grade point average of 2.50 (Spring semester, freshman year or fall or spring semester, sophomore year).

**ED 106 An Invitation to Teaching: 1 semester hour**

This course provides an orientation to the Teacher Education Program (TEP) at Mount Mercy. Required training in mandatory reporting and blood borne pathogens is included. This course is required for all education majors. Enrollment along with the first education course at Mount Mercy is recommended. This course must be completed with a minimum grade of C (2.00). Prerequisite: Cumulative grade point average of 2.50.

**ED 117 Instructional Programs and Methods in Early Childhood Education: 3 semester hours**

A basic course for early childhood teachers designed to present the history, philosophy and purposes of early childhood education; introduction to procedures in observing, recording, and interpreting behavior of young children; study of various contemporary programs including comparison of theoretical foundations, methods of implementation, and evaluative data; a broad overview of all aspects of setting up and managing a program for young children. This course must be completed with a minimum grade of C (2.00). This course can be taken at Kirkwood Community College as ECE 107: Foundations in Early Childhood. (Fall semester, sophomore year). Prerequisite: Cumulative grade point average of 2.50.

**ED 132 Children's Literature: 3 semester hours**

This course provides a broad survey of children's literature (birth-12 years). Students will be exposed to a wide variety of genres, authors, illustrators, teaching techniques, and literature response appropriate to the elementary school. This course must be completed with a minimum grade of C (2.00). Prerequisite: minimum cumulative grade point average of 2.50. (Fall or spring semester, sophomore year).

**ED 135 Storytelling: 3 semester hours**

This course will investigate the history and universal nature of storytelling. Through wide reading the students will explore contemporary and traditional literature and a variety of ways to share stories. Students will refine their skills in storytelling and oral interpretation by sharing stories and poetry in area schools/libraries. Prerequisite: Cumulative grade point average of 2.50.

**ED 143 Child and Family Nutrition: 3 semester hours**

Examination of the function of nutrition in the child's development and in maintaining good health; study of factors influencing family eating patterns and the formation of eating habits of the young child; review of government funded nutrition programs affecting young children and their families; exploring techniques for planning group eating experiences and nutrition education for young children. This course must be completed with a minimum grade of C (2.00). This course can be taken at Kirkwood Community College as ECE 133: Child Health, Safety and Nutrition the fall semester of freshman, sophomore or junior year. Prerequisite: Cumulative grade point average of 2.50.

**ED 164 Health Awareness and PE Methods: 3 semester hours**

This course will focus on the importance of health, wellness, and physical education for children and those who work with children and families. This course focuses on the research and theories of physical education, wellness, and movement with an analysis of the teaching and learning processes involved. It will provide students with the necessary knowledge to teach fundamental and developmentally appropriate lessons for elementary children in the areas of physical education and wellness. A specific focus will be given to promoting healthy lifestyles in self and others.

**ED 165 Art Methods K-8 for Classroom Teachers: 1.5 semester hour**

A course for the elementary teacher providing a study of the basic theories of child art as well as opportunities to experience the various media and concepts appropriate for use at the elementary level. Students meet one day a week for two hours. Recommended for elementary education majors of sophomore standing or above. This course must be completed with a minimum grade of C (2.00). (\$20 lab fee).

**ED 166 Art Methods Majors K-8 with reading: 2 semester hours**

This is a course for art majors who wish to teach art in the elementary school. Special emphasis will be on planning the program, setting up the classroom, and examining current methods of teaching. A field experience in an elementary art classroom is required. This course is open to art minors with the permission of the instructor. The course includes one hour of lecture, two hours of laboratory experience and three hours of school observations each week. This course is required for art majors seeking K-8 teaching certification for art. This course must be completed with a minimum grade of C (2.00). Prerequisites: Art major, junior standing and ED 232.

**ED 203 Theory and Development of Multiple Intelligences: 3 semester hours**

This course will focus upon Howard Garner's research surrounding the eight intelligences, as distinct, unique but interrelated in nature. Using research in this new area as a basic working framework, classroom exploration of teaching strategies, application techniques and evaluation methods will be the major emphases. Prerequisite: Sophomore standing. Prerequisite: Cumulative grade point average of 2.50.

**ED 210 English Language Learner: Reading/Writing Tutor: 3 semester hours**

This course provides students with an overview of working with English Language Learners (ELL). The emphasis is identification of effective strategies for teaching reading/writing to ELL, as well as to develop awareness and sensitivity to their academic needs. Students must complete 20-26 hours of tutoring with individuals experiencing difficulties with reading/writing based on cultural and/or language differences. (It might be possible to receive financial aid from Reading First - Federal Initiative grant). Prerequisites: ED 106 and PS 124, or permission of the instructor. Cumulative GPA of 2.50. This course must be completed with a minimum grade of C (2.00).

**ED 232 Principles of Early Childhood and Elementary Education: 3 semester hours**

This course must be taken at Mount Mercy. This course includes a study of instructional planning, patterns, and strategies. In-class practice will be provided for writing goals and objectives, designing learning activities, and peer teaching. A field experience of thirty hours in kindergarten or elementary school is required. This course must be completed with a minimum grade of C (2.00). Prerequisites: ED 102. ED 253 and ED 232 may be taken concurrently. Cumulative grade point average of 2.70. (Fall semester, junior year).

**ED 234 Principles of Secondary Education: 4 semester hours**

This course must be taken at Mount Mercy. This course includes a study of instructional planning, patterns, and strategies. In-class practice will be provided for writing goals and objectives, designing learning activities, and peer teaching. A field experience of forty hours secondary school is required. This course must be completed with a minimum grade of C (2.00). Prerequisites: ED 102. ED 253 and ED 234 may be taken concurrently. Cumulative grade point average of 2.70. (Fall semester, junior year).

**ED 237 Language Development and Learning Experiences for Young Children: 3 semester hours**

An examination of current research and theories related to speech and language development and relationship of language and thought processes, consideration of children's conceptual development in relation to their direct experiences; exploration of current programs and curricula designed to foster language acquisition and cognitive development; emphasis on creating an environment where language is encouraged, including design and implementation of language stimulation activities. This course must be completed with a minimum grade of C (2.00) prior to early childhood student teaching. Prerequisites: PS 124 or equivalent. Cumulative GPA of 2.50. (Spring semester, sophomore or junior year).

**ED 253 Educational Psychology: 3 semester hours**

This course examines the psychological conditions and research underlying educational practice. It introduces theories of learning, motivation, pupil variability, assessment, and classroom management. No formal field experience is required, but students will be expected to complete assignments involving up to 10 hours in the schools during semester. This course must be completed with a minimum grade of C (2.00). Prerequisites: PS 101, PS 124. ED 102 or ED 253 prior to or in conjunction with ED 263, and cumulative GPA of 2.50.

**ED 263 Educating the Exceptional Person: 3 semester hours**

This is an introductory course for students to acquire a general knowledge of each type of exceptionality and available support systems. Emphasis on identification, assessment, and programming for children in a regular classroom. A field experience in a special education setting is required. This course must be completed with a minimum grade of C (2.00). Prerequisites: PS 101, PS 124, ED 102 or ED 253 prior to or in conjunction with ED 263 and cumulative GPA of 2.50.

**ED 267 Introduction to Gifted Learners: 3 semester hours**

This course is an introduction to the unique issues related to teaching high ability students. Emphasis will be on cognitive and affective characteristics of this population, appropriate programming for those needs, and the differentiated integration of such programming into the regular school format.

**ED 268 Music Methods Majors K-8 with reading: 2 semester hours**

This course will study procedures, materials, and methods in teaching music in the elementary school. Lesson planning and practical teaching demonstrations by students. A widely-used textbook series will be surveyed, and music appreciation material suitable for children will be presented. This course includes a field experience in an elementary music classroom. Content area reading component included. This course must be completed with a minimum grade of C (2.00). (Spring semester). Prerequisites: Music major, junior standing and ED 232.

**ED 269 Music Methods K-8 Classroom Teachers: 1.5 semester hour**

This is a course for elementary school teachers who are not majoring in music. Students will be assisted in increasing their ability to sing and play classroom instruments. Methods and content appropriate for the various grades will be studied. Content area reading component included. This course must be completed with a minimum grade of C (2.00). (Fall and spring semesters).

**ED 270 Care & Education of Infants & Toddlers: 3 semester hours**

This course will provide students with a basic understanding of infant and toddler development and of principles for establishing appropriate programs for this age group. Emphasis will be placed on cooperation with parents, the caregiver's role, use of routines, and developmental issues as key elements in effective home and group-based programs. The class will include a field experience component. This course can be taken at Kirkwood Community College as ECE 221: Infant /Toddler Care and Education. This course must be completed with a minimum grade of C (2.00). (Winter term, sophomore or junior year).

**ED 272 Creative Experiences for Young Children: 4 semester hours**

A review of young children's physical, intellectual, social, emotional, and spiritual growth with implications for instructional procedures, assessments, and guidance practices; Study of the value of play and creative activities in facilitating children's development; using evidence based practice in planning, implementing, managing and evaluation learning experiences to meet individual and group needs of children ages three through six with emphasis on Iowa Early Learning Standards 7,8,9, and 12. Weekly field experience in a prekindergarten setting. This course must be completed with a minimum grade of C (2.00) prior to or in conjunction with ED 272; Cumulative GPA of 2.50. (spring semester, Sophomore or Junior year).

**ED 290 Education Travel Abroad: 1 semester hour**

This course will allow students in Education to explore, compare, and contrast the education system and teacher preparation programs in the United Kingdom with that of the United States. Students will attend classes at Christ Church in Canterbury in Education. Additionally, they will visit local schools to examine curricula and routines/policies. Students will finally visit London and experience cultural exhibits to determine the value these exhibits might bring to their classrooms here in the Midwest.

**ED 305 Adolescent Literature: 3 semester hours**

This course emphasizes the role of the classroom teacher in the selection of appropriate literature for middle and high school learners. Students will be exposed to a variety of teaching techniques for reading and responding to literature. Class assignments will provide the opportunity to read and evaluate contemporary as well as classical literature for adolescents. (Alternating spring semesters). Prerequisite: Cumulative grade point average of 2.50.

**ED 306 Learning Environments for Young Children: 3 semester hours**

A review of history, theory, research, policies, organizational practices, and contemporary curriculum models impacting preschool and kindergarten programs; employing developmentally appropriate assessments and early learning standards to plan and implement challenging learning experiences with application to literacy, mathematics, and science for children ages three to six (Iowa Early Learning Standards 8,10, and 11); supporting key cognitive skills and positive approaches to learning that acknowledge individual differences, support competence, and promote school success of young children. Emphasis on evidence-based practice as a foundation for professional decision making and on identified dispositional qualities on effective educator this course must be completed with a minimum grade of C (2.00) prior to student teaching. Prerequisites: PS 124, ED 117 required, ED 237 recommended. Cumulative GPA of 2.50.



**ED 307 Language, Culture, & Schooling: 3 semester hours**

Language is the primary means by which we represent the world to ourselves and to others. This course will examine some of the ways in which growth in language reflects and enables cognitive development. Topics covered in this course include a sociolinguistic perspective of language, language diversity, language ideology and power, national language policies, World Englishes, the growing number of non-native English speakers, and attitudes of native and non-native English speakers toward the domination of English, and the impact language has on children's success in our communities and schools. Prerequisite: EN 122, SP 205.

**ED 308 Assessment in Teaching English as a Second Language: 3 semester hours**

This course takes an in-depth look at assessment of bilingual/ESL learners and programs. It includes individual as well as large-scale standardized assessments, alternative assessments, and social justice issues involved in the assessment of English language learners. Prerequisites: EN 122 and SP 205.

**ED 309 Reading and Language Arts in the Primary Classroom: 3 semester hours**

This course is designed to offer the prospective Early Childhood teacher a developmental overview of methods, assessments and instructional techniques to support and develop early literacy and the teaching of reading and language arts in an integrated manner. Emphasis is given to both theoretical and practical development as students work in a primary classroom applying various methods and instructional techniques. A field experience of thirty hours in a primary classroom is required. This course must be completed with a minimum grade of a C (2.00) prior to student teaching. Prerequisites: ED 132. Cumulative GPA of 2.70 prerequisite or corequisite of ED 232. (Fall semester, junior year).

**ED 311 Reading and Language Arts in the Intermediate Classroom: 3 semester hours**

This course is designed to offer the prospective teacher an overview of methods, assessments, and techniques of teaching content area reading and the language arts in an integrated manner. Emphasis is given to both theoretical and practical developments as students work in the classroom applying various techniques. A field experience in an intermediate or middle school is required. This course must be completed with a minimum grade of C. Prerequisites: ED 232, acceptance into the Teacher Education Program. Prerequisite: Cumulative grade point average of 2.70.

**ED 313 Prescriptive Reading Instruction: 4 semester hours**

This course deals with the nature and cause of reading disability and remedial treatment of reading difficulties. Current techniques as well as research in the field will be discussed. Students will use remedial reading techniques in tutoring children in the schools. A field experience in an elementary reading classroom is required. This course must be completed with a minimum grade of a C (2.00) Prerequisites: ED 237, ED 309, ED 311 prerequisites or corequisite; ED 314 recommended. Cumulative GPA of 2.70 (Spring semester Junior or Senior year).

**ED 314 Diagnostic Reading: 3 semester hours**

The major emphasis in this course is on diagnosis of reading difficulties. Tests, testing procedures, and informal diagnostic techniques are examined and discussed. Students will have practice administering and interpreting test results. Current research in the area of diagnostic reading will be studied. This course must be completed with a minimum grade of a C (2.00). Prerequisites: ED 237 and ED 309 prior to or in conjunction with ED 314. Cumulative GPA of 2.70 (Spring semester, junior or senior year).

**ED 315 Middle School Methods: 3 semester hours**

The middle school educational philosophy focuses on meeting the unique developmental needs of the early adolescent. This course will prepare the student to implement the middle school philosophy through the study of innovative curricula design and appropriate teaching methods and strategies. This course includes a middle school field experience. This course must be completed with a minimum grade of C (2.00). Prerequisite: ED 232 or permission of the instructor. Recommend PS 214, characteristics unique to the middle school student, prior to ED 315. (Every other winter term). Prerequisite: Cumulative grade point average of 2.70.

**ED 316 ESL Methods for Teaching Academic Content: 3 semester hours**

This course covers methods and strategies for making math, science, and social studies accessible to ELs in grades K-12. Students will learn how to promote L2 language development so ELs can successfully engage in academic content learning. Prerequisites: EN 122, SP 205, ED 308.

**ED 317 ESL Reading & Language Arts Methods & Practicum: 3 semester hours**

The content of this course includes research-based ESL listening, speaking, reading, and writing strategies on which to build a solid foundation for success with second language learners. A practicum of 30 hours of tutoring ESL students is required. Prerequisite: EN 122, SP 205, ED 308.

**ED 319 Social Studies Methods for Elementary Teachers: 3 semester hours**

This course concerns the objectives, concepts, and procedures of teaching social studies in the elementary and middle school. Emphasis is given to problems involved in developing and implementing a social studies program as well as considering recent trends in social studies education. This course must be completed with a minimum of a C (2.00). Prerequisite: ED 232 and GPA of 2.70.

**ED 322 Secondary General Methods with Reading: 2 semester hours**

This course is designed to prepare preservice candidates in the instructional methods and issues related to teaching their content fields for middle and high school populations. Students are expected to understand and demonstrate successful application of several major types of teaching methods. They are required to become familiar with the professional literature and other resources applicable to their teaching specialties. Other important goals focus on the teaching of content area reading and important trends and issues affecting secondary education generally and their teaching fields in particular. This course will also follow up on the major concepts introduced in ED 234 Principles of Education: management, assessment, planning, etc. Prerequisite: ED 234 Principles of Education and cumulative GPA of 2.70.

**ED 323 Art Methods Majors 5-12 (with reading): 2 semester hours**

This course provides a study and practicum in current theories and methods for teaching art in the secondary classroom. This course includes one hour of lecture, two hours of laboratory experience and field experience. Content area reading component included. This course is required for art majors seeking teacher certification 5-12 in art. This course must be completed with a minimum grade of C (2.00). Prerequisites: Art major, junior standing and ED 234. \$30 lab fee. (Spring semester). Prerequisite: Cumulative grade point average of 2.70.

**ED 324 Music Methods Music Majors 5-12 (with Reading): 2 semester hours**

This course provides a study and practicum in current theories and methods for teaching music in the secondary classroom. This course includes a field experience. Content area reading component included. This course is required for music majors seeking teacher certification 5-12. This course must be completed with a minimum grade of C (2.00). Prerequisites: music major, junior standing and ED 234. (Spring semester). Prerequisite: Cumulative grade point average of 2.70.

**ED 325 Methods 5-12 Business (with Reading): 2 semester hours**

This course provides prospective secondary school business teachers with instruction in recommended methods and content standards pertinent to the academic subject area. Content area reading skills and teaching techniques are also examined. A field experience in a middle school or high school is required. This course must be completed with a minimum grade of C (2.00). Prerequisite: Acceptance into the teacher education program, ED 234. Prerequisite: Cumulative grade point average of 2.70.

**ED 326 Methods 5-12 English/LA (with Reading): 2 semester hours**

This course provides prospective secondary school English/Language Arts teachers with instruction in recommended methods and content standards pertinent to the academic subject area. Content area reading skills and teaching techniques are also examined. A field experience in a middle school or high school is required. This course must be completed with a minimum grade of C (2.00). Prerequisite: Acceptance into the teacher education program and ED 234. Prerequisite: Cumulative grade point average of 2.70.

**ED 327 Methods 5-12 Mathematics (with Reading): 2 semester hours**

This course provides prospective secondary school mathematics teachers with instruction in recommended methods and content standards pertinent to the academic subject area. Content area reading skills and teaching techniques are also examined. A field experience in a middle school or high school is required. This course must be completed with a minimum grade of C (2.00). Prerequisite: Acceptance into the teacher education program and ED 234. Prerequisite: Cumulative grade point average of 2.70.

**ED 328 Methods 5-12 Science (with Reading): 2 semester hours**

This course provides prospective secondary school science teachers with instruction in recommended methods and content standards pertinent to the academic subject area. Content area reading skills and teaching techniques are also examined. A field experience in a middle school or high school is required. This course must be completed with a minimum grade of C (2.00). Prerequisite: Acceptance into the teacher education program and ED 234. Prerequisite: Cumulative grade point average of 2.70.

**ED 329 Methods 5-12 Social Science (with Reading): 2 semester hours**

This course provides prospective secondary school social science teachers with instruction in recommended methods and content standards pertinent to the academic subject area. Content area reading skills and teaching techniques are also examined. A field experience in a middle school or high school is required. This course must be completed with a minimum grade of C (2.00). Prerequisite: Acceptance into the teacher education program and ED 234. Prerequisite: Cumulative grade point average of 2.70.

**ED 331 Parent-School Relationships: 3 semester hours**

Study of factors within the home setting which may influence a child's development and behavior with an emphasis on the importance of parent involvement in early childhood and elementary programs; a study of factors affecting parent-school interaction and the need for cooperative effort in encouraging and guiding the learning experiences of children with and without disabilities; examination of techniques for parent involvement and methods of working with home and community resources to enhance development of the child's potential. An elective for elementary education students, offered concurrently with ED 332 but does not include a field experience. Prerequisites: PS 124, senior status or consent of instructor. (Spring semester, senior year).

**ED 332 Parent-School Relationships: 3 semester hours**

Study of factors within the home setting which may influence a child's development and behavior with an emphasis on the importance of parent involvement in early childhood and elementary programs; a study of factors affecting parent-school interaction and the need for cooperative effort in encouraging and guiding the learning experiences of children with and without disabilities; examination of techniques for parent involvement and methods of working with home and community resources to enhance development of the child's potential. Required for the Teacher-Prekindergarten through Grade 3 including Special Education endorsement and for the Teacher - Prekindergarten endorsement. Includes a field experience. This course must be completed with a minimum grade of C (2.00). Prerequisites: PS 124, senior status or consent of instructor and cumulative GPA of 2.70. (Spring semester, senior year).

**ED 333 Methods 5-12 Journalism: 2 semester hours**

This course provides prospective secondary school journalism teachers with instruction in recommended methods pertinent to the subject area. Field work will be included. This course must be completed with a minimum grade of C (2.00). Students must also complete one (1) of ED 325 to ED 329. Prerequisite: Acceptance into the teacher education program.

**ED 340 Educational Internship: Non-Licensure: 6 semester hours**

This course is a supervised internship in school or community agency working in an education capacity with children. This option does not lead to Iowa teaching license.

**ED 341 Educational Internship: Non-Licensure: 12 semester hours**

This course is a supervised internship in school or community agency working in an education capacity with youth. This option does not lead to Iowa teaching license.

**ED 342 Educational Internship: Non-Licensure: 3 semester hours**

This course is a supervised internship in school or community agency working in an education capacity with youth. This option does not lead to Iowa teaching license.

**ED 345 Math Methods for Elementary Teachers I: 3 semester hours**

This course is designed to offer Elementary teachers an introduction to what it means to teach math for understanding including the essential skills and characteristics this entails. Emphasis will be placed on the pedagogical content knowledge necessary for the elementary teacher within the following mathematical strands: number and operation (including early number concept development, building meaning for the operations place value concepts and rational numbers) and measurement. An associated field experience which exceeds state mandated hours is required. This course must be completed with a minimum grade of C (2.0) prior to student teaching. Pre or co-requisite: ED 232. Prerequisite: Cumulative grade point average of 2.70.

**ED 346 Math Methods for Elementary Teachers II: 3 semester hours**

This course is designed to offer elementary teachers a continuation of the work completed in Math Methods for Elementary Teachers I, to further develop the principles of mathematics education within the strands of algebra, geometry, and data analysis & probability. Focus will be upon integration of the content, teaching strategies and unique content knowledge for teaching necessary for the elementary teacher. Additionally, students will integrate and apply research-based processes to develop student learning including problem-solving, reasoning and proof, communication, connections, and representation. An associated field experience which exceeds state mandated hours is required. This course must be completed with a minimum grade of C (2.0) prior to student teaching. Prerequisite: C (2.0) minimum in ED 345.

**ED 347 Science Methods for Elementary Teachers: 3 semester hours**

This course examines the instructional methods and associated science content, skills, and attitudes needed in the elementary classroom across the content strands of life, physics and earth/space science. Inquiry and technology opportunities as well as science education issues are explored. Enrollment concurrent with the methods field experience is required. This course must be completed with a minimum grade of C (2.00) prior to student teaching. Prerequisite: ED 232 and a GPA of 2.70.

**ED 350 Classroom Management: Behavior Strategies: 2 semester hours**

This course will provide students with a basic understanding of principles of effective classroom management and preventive approaches. Observation techniques will be taught as a basis for analyzing and addressing special needs. Classroom observations will be required. This course is an elective course for students majoring or minoring in Education. It is a required course for students seeking a special education endorsement. This course must be completed with a minimum of a C (2.00) for endorsement consideration. Prerequisites: ED 102 (ED 253 can be taken concurrently) and a cumulative GPA of 2.50.

**ED 351 Student Teaching - Art K-8: 6 semester hours**

Student teaching.

**ED 352 Student Teaching in the Elementary School: 6 semester hours**

Student teaching.

**ED 353 Student Teaching in the Elementary School: 12 semester hours**

Student teaching.

**ED 354 Student Teaching in the Secondary School: 6 semester hours**

Student teaching.

**ED 355 Student Teaching in the Secondary School: 12 semester hours**

Student teaching.

**ED 356 Student Teaching - Art 5-12: 6 semester hours**

Student teaching. Prerequisite: Cumulative grade point average of 2.70.

**ED 357 Student Teaching - Music K-8: 6 semester hours**

Student teaching.

**ED 358 Student Teaching - Music 5-12: 6 semester hours**

Student teaching.

**ED 359 Student Teaching in Kindergarten: 6 semester hours**

Student teaching.

**ED 360 Student Teaching in Pre-Kindergarten: 3 semester hours**

Student teaching.

**ED 361 Student Teaching - Instructional Strategist I K-8: 6 semester hours**

Student teaching.

**ED 362 Student Teaching - Instructional Strategist I 5-12: 6 semester hours**

Student teaching.

**ED 363 Student Teaching in Pre-Kindergarten: 6 semester hours**

Student teaching.

**ED 364 Student Teaching - Art K-8: 12 semester hours**

Student teaching.

**ED 365 Student Teaching - Art 5-12: 12 semester hours**

Student teaching.

**ED 366 Student Teaching in Music K-8: 12 semester hours**

Student teaching.

**ED 367 Student Teaching in Music 5-12: 12 semester hours**

Student teaching.

**ED 368 Student Teaching - Instructional Strategist II K-8: 6 semester hours**

Student teaching.

**ED 369 Student Teaching - Instructional Strategist II 5-12: 6 semester hours**

Student teaching.

**ED 370 Education Leadership Seminar: 2 semester hours**

This course focuses on topics of special importance to students culminating their undergraduate preparation and assuming leadership roles in classroom and school settings. Key topics include: classroom management techniques; participating in professional meetings; managing and supervising adults as well as students; conducting parent conferences; developing a professional portfolio; interviewing and resume development; and understanding professional contracts and licensure. This is the capstone seminar in the Teacher Education program, and it is required in conjunction with the appropriate student teaching course(s). Prerequisites: ED 232/ED 234 and ED methods courses with at least a grade of C (2.00) in each. Acceptance into student teaching required. (Fall semester, senior year). Prerequisite: Cumulative grade point average of 2.70.

**ED 371 Special Education Foundations: 3 semester hours**

This course will focus on current trends and issues facing teachers who work in multicategorical programs. Theory and practice and the importance of multidisciplinary teams in special education will be examined. This course must be completed with a minimum grade of C (2.00). Prerequisite: ED 263 or permission of instructor, cumulative GPA of 2.50.

**ED 372 Collaborating with Parents and Professionals: 2 semester hours**

Emphasis will be on the development of methods and techniques for working with parents, professionals and paraprofessionals using a team approach. An understanding of the needs of families raising children with special needs and partnership strategies will be stressed. This course must be completed with a minimum grade of C (2.00). Prerequisite: ED 263 or permission of instructor, cumulative GPA of 2.50.

**ED 373 Teaching the Learning Disabled Student: 3 semester hours**

This course focuses on specific strategies and methods to use with students who are learning disabled. Students will have opportunities to examine and develop appropriate curricular materials for the learning disabled student in the areas of reading, language arts, social studies, science and math. Strategies to help students develop appropriate social skills also will be explored. This course must be completed with a minimum grade of C (2.00). Prerequisites: ED 263 and ED 371 or permission of instructor.

**ED 374 Teaching the Student with a Behavioral Disorder: 3 semester hours**

This course focuses on the characteristics and treatment of students with behavior disorders. Curriculum and techniques appropriate for students with behavioral disorders will be examined. This course must be completed with a minimum grade of C (2.00). Prerequisites: ED 263 and ED 371 or permission of instructor.

**ED 375 Classroom Management for Education Majors: 1 semester hour**

This course is designed to provide students with a basic understanding of the principles and techniques for establishing a positive learning environment that encourages positive social interaction, active engagement, and self-regulation for all students. In addition, this course will provide pre-service teachers a variety of techniques for implementing classroom procedures and routines that supports safety, high learning expectations and effective use of instructional time. Course must be completed with a minimum grade of C (2.00). Co-requisite: Student Teaching.

**ED 376 Methods for Instructional Strategist I K-8: 3 semester hours**

Curriculum and instructional techniques for working with the mildly handicapped will be studied. Environmental considerations, teaching methods, and instructional variables will be considered. Ways to design, implement and adapt lessons for the K-8 student with learning problems will be examined. A field experience component is required. This course must be completed with a minimum grade of C (2.00). Prerequisites: ED 371, ED 380, and ED 232, cumulative GPA of 2.70.

**ED 377 Methods for Instructional Strategist I 5-12: 3 semester hours**

Curriculum and instructional techniques for working with the mildly handicapped will be studied. Goals, content, materials, and teaching strategies for specific subject matter at the 5-12 level will be emphasized. Ways to adapt subject materials will be analyzed. A field experience component is required. This course must be completed with a minimum grade of C (2.00). Prerequisites: ED 371, ED 380, and ED 234, cumulative GPA of 2.70.

**ED 378 Transition: 2 semester hours**

This course will explore various models used for training students with special needs as they move from school to adulthood. Career assessment, transition planning, supported employment, and interagency services will be examined. This course must be completed with a minimum grade of C (2.00). Prerequisite: ED 371. Prerequisite: Cumulative grade point average of 2.50.

**ED 379 Human Relations: 3 semester hours**

This course must be taken at Mount Mercy or an approved 4-year college. A study of cultural diversity in America with emphasis on the development of sensitivity to and appreciation of the ethnic, religious, and socio-economic backgrounds of persons and groups found in our pluralistic society. Methods include lectures, discussions, case studies, interviews, and field experiences. The course is designed to satisfy the human relations requirement for teacher certification in Iowa. The Iowa Department of Education will not recognize a letter grade of less than C (2.00) in human relations. Prerequisites: ED 232/ED 234. (Spring semester, junior or senior year). Prerequisite: Cumulative grade point average of 2.50.

**ED 380 Characteristics of Learners with Mild/Moderate Disabilities: 3 semester hours**

This course will introduce students to those common traits and characteristics of students with disabilities that would typically be found in the Level I special education programs in the state of Iowa. Students will develop an understanding of the etiologies of these disabilities, be given an overview of current trends in educational programming for individuals with mild and moderate disabilities, and explore the characteristics of individuals with mild and moderate disabilities. This course must be completed with a minimum grade of C (2.00). Prerequisites: ED 263 and ED 371 or permission of instructor. Prerequisite: Cumulative grade point average of 2.50.

**ED 382 Methods for Instructional Strategist II K-12: 3 semester hours**

Curriculum and instructional techniques for working with students in Instructional Strategist II programs will be studied. Environmental considerations, teaching methods, management, and instructional variables will be considered during this course. In addition, ways in which to adapt curriculum, implement instruction at the Level II setting, and materials available to use at this level will be examined. Students will be exposed to a functional curriculum. A field experience component is required. This course must be completed with a minimum grade of C (2.0). Prerequisites: ED 263, ED 232/ED 234, and ED 371, cumulative GPA of 2.70.



**ED 383 Methods for Teaching LD & BD Students: 3 semester hours**

This course is designed for the study of those characteristics of students with learning disabilities and/or behavior disorders. Study will include strategies for teaching those with these disabilities. Students will participate in projects, discussions, and activities that will require they apply this knowledge. Students will complete a field experience in a Level II or III Special Education classroom. Co-requisites: ED 232/ED 234, ED 263, ED 371 and cumulative GPA of 2.70.

**ED 385 Tests, Measures, and Assessment: 3 semester hours**

This course will introduce students to topics in the field of psychological testing and assessment. Topics will include the criteria by which tests are judged, discussion of ethical concerns in testing, and a review of norm referenced and criterion referenced tests used to assess students in special education programs. Students also will explore other diagnostic measures such as progress monitoring and procedures. Classroom assessment will be examined, especially as it relates to the special education process. In addition, students will administer practice tests and probes. This course must be completed with a minimum grade of C (2.00). Prerequisite: ED 263 and ED 371 or permission of instructor. Prerequisite: Cumulative grade point average of 2.50.

**ED 391 Student Teaching - Instructional Strategist II K-8: 3 semester hours**

Student teaching.

**ED 392 Student Teaching - Instructional Strategist II 5-12: 3 semester hours**

Student teaching.

**ED 393 Student Teaching - Art (K-8): 3 semester hours**

Student teaching.

**ED 394 Student Teaching - Art 5-12: 3 semester hours**

Student teaching.

**ED 395 Student Teaching - Music K-8: 3 semester hours**

Student teaching.

**ED 396 Student Teaching - Music 5-12: 3 semester hours**

Student teaching.

**ED 415 Field Experience: 1 semester hour**

This course is designed primarily for transfer students who may need a course to satisfy one of the field experience requirements. This course would fulfill the field experience requirement for ED 102 Foundations of Education. Students desiring additional field experience also may enroll in this course with permission of the instructor. Students enrolling in this class will receive placement to work in a community school during the semester. This placement will be in an elementary, middle school or secondary school classroom. Prerequisite: Cumulative grade point average of 2.50.

**ED 416 Field Experience Exceptional Persons: 1 semester hour**

This course is designed primarily for transfer students who may need a course to satisfy one of the field experience requirements. This course would fulfill the field experience requirement for ED 263 Educating the Exceptional Person. Students desiring additional field experience also may enroll in this course with permission of the instructor. Students enrolling in this class will receive a placement to work in a special education classroom during the semester. Prerequisite: Cumulative grade point average of 2.50.

**ED 417 Field Experience for Education: 1 semester hour**

This course is designed primarily for students who may wish to complete a field experience in a term when they are not placed in the field in association with another education course. Students may also be advised/required to complete this course when taking ED 232 - Principles of Early Childhood and Elementary Education) not in conjunction with another course requiring a field placement. Students enrolling in this course will be placed in an early childhood, elementary, middle or high school classroom. Prerequisite: Cumulative grade point average of 2.50.

**ED 430 Special Topics: 3 semester hours**

This course will focus on important topics and issues in education.

**ED 441 Independent Study: 1 semester hour**

Study topics will be designed by the student in consultation with the instructor.

**ED 442 Independent Study: 2 semester hours**

Study topics will be designed by the student in consultation with the instructor.

**ED 443 Independent Study: 3 semester hours**

Study topics will be designed by the student in consultation with the instructor.