

# Master of Arts in Education

## Master of Arts in Education Program Core: 9 semester hours + Research Options

A three-course core provides a vibrant shared experience for all Master of Arts in Education students. These courses focus on developing the broader perspectives needed for leadership in the profession. Understanding legal and policy issues, building leadership skills, examining cultural and ethical implications, and applying the tools of research are but a few of the outcomes targeted by the program's core experiences. All Master's students will complete either an independent Action Research Project or an Education Research Project and will present the project to the Mount Mercy community in a poster session.

This graduate degree prepares students to: effectively use researched instructional strategies; conduct, interpret and evaluate assessments; acquire and apply the skills needed to become reflective practitioners and teacher leaders; formulate and evaluate research; and analyze research results and communicate the results in written and oral presentations.

### Required Core Courses:

ED 600	Educational Research	3
<b>Research Options</b>		<b>6</b>
ED 601	Action Research Project	
And		
ED 602	Education Thesis	
Or		
ED 604	Education Research Project	
And		
ED 605	Comprehensive Examination	
Total Hours		9

### Emphasis in Special Education

The Master of Arts in Education with emphasis in Special Education program is designed to prepare teachers to provide appropriate levels of instruction to students with disabilities at the elementary and secondary levels. Five options are available under this program:

- Instructional Strategist I K-8 endorsement
- Instructional Strategist I 5-12 endorsement
- Instructional Strategist II K-12 Behavior Disorders/Learning Disabilities endorsement
- Instructional Strategist II K-12 Intellectual Disabilities endorsement
- Special Education – no endorsement

The goal of this degree is to provide teachers with updated research, legal procedures, knowledge, and best practices to be successful with students who struggle to learn and/or behave appropriately in general and special classroom settings.

Required courses (all options):

<b>Program Core</b>		<b>9</b>
<b>Required Courses</b> <sup>1</sup>		
ED 550	Special Education: Law, Collaboration and Consultation	3

ED 555	Assessment in Special Education	3
ED 560	Behavior Interventions	3
ED 595	Seminar in Special Education	3
Total Hours		21

### Instructional Strategist I K-8: 30 semester hours

Requirements:		
Program Core		9
Required Courses		12
ED 570	Methods: Instructional Strategist I K-8	3
ED 530	Diagnostic Assessment of Reading & Writing	3
ED 650	Student Teaching: Instructional Strategist I K-8	3
Total Hours		30

### Instructional Strategist I 5-12: 33 semester hours

Requirements:		
Program Core		9
Required Courses		12
ED 575	Methods: Instructional Strategist I 5-12	3
ED 525	Content Area Reading and Writing	3
ED 580	Transitions and Career Planning	3
ED 651	Student Teaching: Instructional Strategist I 5-12	3
Total Hours		33

### Instructional Strategist II K-12 BD/LD: 35 semester hours

Requirements:		
Program Core		9
Required Courses		12
ED 580	Transitions and Career Planning	3
ED 585	Methods: Instructional Strategist II K-12 BD/LD	3
ED 530	Diagnostic Assessment of Reading & Writing	3
ED 652	Student Teaching: Instructional Strategist II K-8 BD/LD	3
	or ED 653	Student Teaching: Instructional Strategist II 5-12 BD/LD
ED 654	Student Teaching-Alternate Level: Instructional Strategist II K-8 BD/LD	2
	or ED 655	Student Teaching-Alternate Level: Instructional Strategist II 5-12 BD/LD
Total Hours		35

### Instructional Strategist II K-12 ID: 35 semester hours

Requirements:		
Program Core		9
Required Courses		12
ED 576	Trends and Strategies in Teaching Children with Autism	3
ED 580	Transitions and Career Planning	3
ED 586	Methods: Instructional Strategist II, Intellectual Disabilities (K-12)	3
ED 656	Student Teaching: Instructional Strategist II (K-8), Intellectual Disabilities	3

or ED 657	Student Teaching: Instructional Strategist II (5-12), Intellectual Disabilities	
ED 658	Student Teaching: Instructional Strategist II (K-8), Alternate Level, Intellectual Disabilities	2
or ED 659	Student Teaching: Instructional Strategist II (5-12), Alternate Level, Intellectual Disabilities	

Total Hours 35

### No Endorsement: 30 semester hours

Requirements:

Program Core 9

Required Courses 12

Electives 9

ED 590	Curriculum Adaptations in Special Education	
ED 565	Teaching Social Competency	
ED 576	Trends and Strategies in Teaching Children with Autism	
ED 571	Universal Design	

Total Hours 30

### Emphasis in Reading

The Master of Arts in Education with emphasis in Reading program is designed to prepare teachers for K-8 or 5-12 reading instruction. Students pursuing this degree will also be eligible for the K-8 and/or 5-12 reading endorsement from the State of Iowa upon completion of the program. Students may take this emphasis with or without an endorsement option.

The goal of the program is to prepare teachers as reading strategists who have a dynamic understanding of the reading process and who take with them a variety of resources for enhancing literacy for K-8 and 5-12 learners that go beyond the undergraduate experience. Candidates will add to their existing knowledge base by engaging in an in-depth analysis of current research as well as their own individual research. Three options are available under this program:

#### Reading (K-8) Endorsement: 31 hours

Requirements:

Program Core <sup>2</sup> 9

ED 510 Foundations of Reading 3

ED 515 Children's Literature: Enhancing Instruction 3

ED 520 Language, Literacy and Culture 3

ED 525 Content Area Reading and Writing 3

ED 530 Diagnostic Assessment of Reading & Writing 3

ED 535 Prescriptive Reading 4

ED 540 Reading Research Seminar 3

Total Hours 31

#### Reading (5-12) Endorsement 31 hours

Requirements:

Program Core <sup>2</sup> 9

ED 510 Foundations of Reading 3

ED 516 Young Adult Literature 3

ED 520 Language, Literacy and Culture 3

ED 525 Content Area Reading and Writing 3

ED 530 Diagnostic Assessment of Reading & Writing 3

ED 535 Prescriptive Reading 4

ED 540 Reading Research Seminar 3

Total Hours 31

### Reading Specialist (K-12) Endorsement 37 hours

All courses in this endorsement must be taken at the graduate level.

Requirements:

Program Core 9

ED 510 Foundations of Reading 3

ED 520 Language, Literacy and Culture 3

ED 521 Issues in Educational Psychology 3

ED 530 Diagnostic Assessment of Reading & Writing 3

or ED 630 Advanced Diagnostic Assessment

ED 535 Prescriptive Reading 4

ED 554 Assessment for School Leaders 3

ED 610 Reading Specialist 3

**Electives: Complete at least 6 credit hours** 6

ED 515 Children's Literature: Enhancing Instruction

ED 516 Young Adult Literature

ED 525 Content Area Reading and Writing

ED 540 Reading Research Seminar

Total Hours 37

### Reading No Endorsement: 31 hours

Requirements:

Program Core 9

ED 510 Foundations of Reading 3

ED 515 Children's Literature: Enhancing Instruction 3

or ED 516 Young Adult Literature

ED 520 Language, Literacy and Culture 3

ED 525 Content Area Reading and Writing 3

ED 535 Prescriptive Reading 4

ED 540 Reading Research Seminar 3

Electives: 3

ED 545 Topics in Literacy Instruction

ED 596 Education: Travel Abroad

ED 599 Special Topics in Education

Total Hours 31

### Emphasis in Teacher Leadership: 33 semester hours

This emphasis does not require teacher education licensure and does not lead to teacher education licensure.

Program Core 9

ED 500 Educational Policy 3

ED 505 Educational Leadership 3

ED 511 Collaboration and Mentoring 3

ED 521 Issues in Educational Psychology 3

ED 531 Technology Strategies for Teachers 3

ED 554 Assessment for School Leaders 3

ED 594 Seminar: Leadership in Education 3

ED 660 Leadership Practicum 3

Total Hours 33

## Emphasis in Effective Teaching: 33 semester hours

This emphasis does not require teacher education licensure and does not lead to teacher education licensure.

Program Core		9
ED 500	Educational Policy	3
ED 505	Educational Leadership	3
ED 511	Collaboration and Mentoring	3
ED 531	Technology Strategies for Teachers	3
ED 541	Assessment and Differentiation	3
ED 551	Culturally Responsive Teaching	3
ED 561	Instructional Design	3
ED 562	Supporting Readers in Content Literacy	3
Total Hours		33

<sup>1</sup> Students are also required to complete ED 263 Educating the Exceptional Person or equivalent.

<sup>2</sup> Students are also required to complete a college-level basic composition course (<http://catalog.mtmercy.edu/archives/2017-18/curriculum/english>).

### Courses

#### **ED 500 Educational Policy: 3 semester hours**

This course will examine the different governing bodies that influence policy and how it is created, the ethic of critique, the ethic of care, the ethic of justice, and professional ethics; educational law; the theory of change and the process for implementing change; and review educational standards.

#### **ED 505 Educational Leadership: 3 semester hours**

This course will examine the various types of leadership. Students will observe and examine the school culture and the primary leadership style. Students will use leadership inventories to help them determine their main leadership style.

#### **ED 510 Foundations of Reading: 3 semester hours**

Practitioners will read, analyze, and evaluate current and historical research in reading and writing processes. Research on instructional strategies, motivation, and the major reading and writing components will be examined.

#### **ED 511 Collaboration and Mentoring: 3 semester hours**

This course will explore the ways teacher leaders interact with peers and other building and district staff to enhance instructional, interpersonal, and communicative skills. The course will examine current research in the areas of teacher mentoring and collegial collaboration, including Professional Learning Communities, Cognitive Coaching, and other models directed at the mentor/colleague relationship. The course will offer ample opportunities to examine case studies and role play and practice skills in classroom/school situations.

#### **ED 515 Children's Literature: Enhancing Instruction: 3 semester hours**

This course provides a broad up-dated survey of children's and adolescent literature with a focus on locating and using literature in the classroom to support reading, writing, and cross-curricular instruction.

#### **ED 516 Young Adult Literature: 3 semester hours**

This course provides a broad survey of adolescent/young adult literature with an emphasis on critically evaluating literature and investigating and utilizing research-based strategies for teaching secondary reading, writing, and response to text.

#### **ED 520 Language, Literacy and Culture: 3 semester hours**

This course will examine some ways in which growth in language reflects and enables cognitive development and how language empowers and constrains children as they attempt to make sense of their world. First and second language reading and writing processes and the role socioeconomic status and cultural diversity have on children's literacy learning within various ethnic communities and school environments will be studied. Drawing on readings in psychology, anthropology, linguistics, and education, students will formulate ideas on the role language plays before children enter school and the role it plays once they begin their formal education.

#### **ED 521 Issues in Educational Psychology: 3 semester hours**

This course focuses on educational psychology and cognitive science and how to apply these to student and adult learning and teaching. Emphasized in this course will be the research behind brain-based learning, multiple intelligences, motivational theory and practice, and issues related to learner diversity, as well as other current topics related both to student learning and professional development.

#### **ED 525 Content Area Reading and Writing: 3 semester hours**

This course examines best practices for the integration of reading and writing across the language arts and content area subjects. Specific attention will be given to embedding the teaching of reading and writing skills into content area instruction. Practitioners will investigate how reading, writing, listening and speaking supports the acquisition of new knowledge across all subject areas.

#### **ED 530 Diagnostic Assessment of Reading & Writing: 3 semester hours**

This course focuses on the diagnostics of reading and writing proficiencies and needs. Tests, testing procedures, and formal and informal diagnostic techniques will be examined, discussed, and evaluated. The practitioner will reflect on assessment results to inform instructional decisions in light of the nature and causes of reading/writing disabilities.

#### **ED 531 Technology Strategies for Teachers: 3 semester hours**

This course will focus on the integration of educational technology for teaching and learning in the classroom, for professional development, and for school management. In addition, it will examine assistive technology for students with special needs. This course will engage the student in the application of current research and theory into the instructional design process. Students will complete a research project to show the application of educational technology in a specialized content area.

#### **ED 535 Prescriptive Reading: 4 semester hours**

Current research-based methods and strategies for instructing less proficient readers will be studied and implemented. Practitioners will complete a clinical field-based experience in a specialized reading setting where they will select appropriate materials and strategies for individualized and/or small group instruction. Reflective analysis of anecdotal and assessment data will be used by practitioners to evaluate the effectiveness of their instruction.

#### **ED 540 Reading Research Seminar: 3 semester hours**

Practitioners will select and explore a topic of professional interest through a review of the research and professional publications. Practitioners will prepare a literature review of a selected topic and share their findings with peers. Discussion, questioning and collegial feedback will frame the professional development paradigm for this course.

**ED 541 Assessment and Differentiation: 3 semester hours**

In this course, practitioners will examine research and best practices related to classroom assessment and differentiation. An emphasis will be placed on using assessment to design instruction to meet the varied learning needs of all learners.

**ED 545 Topics in Literacy Instruction: 3 semester hours**

This course will offer a specialized study of current topics, issues, and trends in the field of literacy. Topics may include: Literacy Coaching, Word-Study, Writing Process, English Language Learners, Gender Issues, Interest and motivation, Phonemic Awareness, Phonics, Word Identification, Fluency, Vocabulary, Comprehension, or Reading Research. Practitioners may complete more than one topics course as an elective in the graduate program.

**ED 550 Special Education: Law, Collaboration and Consultation: 3 semester hours**

This course provides the most current legal information regarding students/schools in regard to special education. Additionally, collaboration with professionals and parents, as well as the consultant role, will be explored.

**ED 551 Culturally Responsive Teaching: 3 semester hours**

In this course, students will examine major themes related to family and community engagement. According to Ladson-Billings (1994; 2006), "Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning" (n.d.). Since culture is central to learning, "it plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals." This pedagogy acknowledges, responds to, and celebrates fundamental cultures and offers full, equitable access to education for students from all cultures. P. C. Gorski and K. Swalwell (2015) add that "Schools can commit to a more robust multiculturalism by putting equity, rather than culture, at the center of the diversity conversation" (p. 34). Gorski and Swalwell insist that "at the heart of such a curriculum that is meaningfully multicultural lie principles of equity and social justice" (p. 36).

**ED 554 Assessment for School Leaders: 3 semester hours**

This course will examine current research and practice regarding the array of assessment tools available to teachers and schools. These will include but are not limited to the use of common standardized tests, instruments used in the assessment of students with special needs, and international measurements, like PISA. Students will also react to issues such as assessment in the differentiated classroom, NCLB, National Board Certification, standards-based grading, and program and policy assessment tools.

**ED 555 Assessment in Special Education: 3 semester hours**

This course provides knowledge and application of the collection and use of assessment data (academic and behavioral) for educational diagnosis and evaluation of individuals with disabilities.

**ED 560 Behavior Interventions: 3 semester hours**

This course is designed to provide strategies for identifying, anticipating, and managing individual and group behavior issues in regular and special education classes.

**ED 561 Instructional Design: 3 semester hours**

In this course, students will examine the major theories related to instructional design and curriculum development. Focus will be placed on the selection of instructional strategies, media, and evaluation strategies. Students in this course will gain the skills necessary to provide leadership in the development, evaluation, and modification of instructional materials (i.e., print, web, or multi-media based).

**ED 562 Supporting Readers in Content Literacy: 3 semester hours**

In this course, practitioners will examine best practices for integrating reading, writing, and content area subjects. Practitioners will examine how reading, writing, listening, and speaking support the acquisition of new knowledge across all subject areas. Specific attention will be given to diagnosing and supporting readers for whom reading proficiency is lacking.

**ED 565 Teaching Social Competency: 3 semester hours**

This course will provide exploration into the social skills necessary for success both in school and in society in general. Included will be exposure to curricula in social skills.

**ED 570 Methods: Instructional Strategist I K-8: 3 semester hours**

This course addresses the characteristics and trends in serving students with mild/moderate disabilities. It offers theoretical and practical approaches which are research-based interventions.

**ED 571 Universal Design: 3 semester hours**

This course will provide explore the multiple means of representation to give learners various ways of acquiring information and knowledge, multiple means of expression to provide learners alternatives for demonstrating what they know, and multiple means of engagement to tap into learners' interests, offer appropriate challenges, and increase motivation.

**ED 575 Methods: Instructional Strategist I 5-12: 3 semester hours**

This course addresses the characteristics and trends in serving students with mild/moderate disabilities. It offers theoretical and practical approaches which are research-based interventions.

**ED 576 Trends and Strategies in Teaching Children with Autism: 3 semester hours**

This course will provide information on autism as it relates to methods and materials to use in the special education setting.

**ED 580 Transitions and Career Planning: 3 semester hours**

This course provides an understanding of the process for transition from high school to post-secondary options for students with disabilities. It includes creating a transition plan.

**ED 585 Methods: Instructional Strategist II K-12 BD/LD: 3 semester hours**

This course provides an in-depth look at the strategies and approaches used with students diagnosed with moderate to severe learning disabilities, behavior disorders, autism, and Asperger's, as well as other disabilities.

**ED 586 Methods: Instructional Strategist II, Intellectual Disabilities (K-12): 3 semester hours**

This course will provide students with an overview of the various characteristics and methods for teaching individuals with intellectual disabilities, as well as the current trends in educational programming and curriculum for teaching students with intellectual disabilities, the educational alternatives and related services needed for them, and the importance of providing appropriate educational programming for these individuals from age 5 through age 21. A 20-hour practicum is included in this course outside of the in- classroom hours.

**ED 590 Curriculum Adaptations in Special Education: 3 semester hours**

This course will provide an opportunity to explore curricula designed to teach students with mild, moderate, or severe disabilities. It will also address best practices for adapting content, strategies, instructional environments, and behavior expectations for students' individual needs.

**ED 594 Seminar: Leadership in Education: 3 semester hours**

Students will self-select and explore a topic of professional interest through a review of the research and professional publications in the area of leadership in education. They will prepare a literature review of a selected topic and share their findings with peers. Discussion, questioning, and collegial feedback will frame the professional development paradigm for this course. Prerequisite: ED 505.

**ED 595 Seminar in Special Education: 3 semester hours**

Practitioners will self-select and explore a topic of professional interest through a review of the research and professional publications in the area of special education. They will prepare a literature review of a selected topic and share their findings with peers. Discussion, questioning, and collegial feedback will frame the professional development paradigm for this course.

**ED 596 Education: Travel Abroad: 1 semester hour**

Students in the Education Graduate Program will research, explore, compare, and contrast the education system and teacher preparation programs in another country (e.g., United Kingdom) with those in the United States, particularly in Iowa. Students will be asked to attend classes at MMU prior to their departure and upon their return and will be asked to attend Education classes at a college in the country they visit (e.g., at Canterbury Christ Church University). Additionally, they will observe in PreK-12 schools in the country they visit to examine school curricula and routines as well as school policies concerning discipline, teaching methods, service delivery, etc. Students will visit and explore various sites in a city in the country they visit (e.g., London) to observe/experience the inhabitants and the culture (e.g., exhibits, buildings, art, food) and to determine the impact this diversity may have on their future teaching in their home schools.

**ED 598 Instrumental Proficiency on Secondary Instrument through Performance: 1 semester hour**

This course will provide instrumental music teachers with the opportunity to strengthen their musical and technical abilities on a secondary instrument. These abilities will be enhanced through participation in the Mount Mercy University Concert Band. Repeatable.

**ED 599 Special Topics in Education: 1 semester hour**

This course will be offered as an elective to address special topics in education that Mount Mercy does not currently offer in its Master of Arts in Education program (e.g., seminars related to special education, teacher leadership, and/or literacy; conference credits given by Mount Mercy as a result of attendance, participation, and work completed in accordance with conference guidelines).

**ED 600 Educational Research: 3 semester hours**

This course is an introduction to educational research, designed to help students become critical evaluators and consumers of research. Students will evaluate research findings and analyze their application to classroom practice. This course provides a foundation for students to be able to conduct original action research or educational research.

**ED 601 Action Research Project: 3 semester hours**

Thesis Option: Students will design an action research project that will be implemented in a K-12 classroom and/or school setting. Students will present a formal proposal of their research to a faculty committee. Prerequisites: ED 540, ED 594, or ED 595 and ED 600.

**ED 602 Education Thesis: 3 semester hours**

Thesis Option: Students will meet with the project advisor weekly until they complete their Action Research Project. Students will report on the data gathered in a presentation to a faculty committee and to the greater Mount Mercy community. Students will continuously enroll in this course until the project is complete. Prerequisite: ED 600 and ED 601.

**ED 604 Education Research Project: 3 semester hours**

Non-thesis Option: This course is designed to allow students to explore current thinking regarding an education topic of their choice. The project requires extensive examination of a variety of courses as well as a synthesis of research as it applies to an educational classroom, school, district, or community situation. Topics are determined by the instructor and student and are largely open to any addressed in coursework or in a seminar course in the Master of Arts in Education program (for example, a topic may have been addressed in Teacher Leadership coursework or in Seminar: Leadership in Education in the Teacher Leadership emphasis area). Prerequisites: ED 540, ED 594, or ED 595 and ED 600.

**ED 605 Comprehensive Examination: 3 semester hours**

Non-thesis Option: Students will be required to complete a written and oral comprehensive examination which is generally taken at the end of the student's MA program. This will include a take-home written examination after which there will be an oral examination over the written responses. At a maximum, 10 weeks will be allowed for the examination process. After the student receives the comprehensive questions, he/she will have five (5) weeks to submit his/her written responses. Written responses will be due to the Graduate Program Director at least 3-4 weeks prior to his/her oral examination to allow ample time for faculty to read the responses prior to the student's oral examination. Prerequisites ED 600 and ED 604.

**ED 610 Reading Specialist: 3 semester hours**

This course will offer a specialized study of the role of the reading specialist. It will examine the four major roles literacy specialists can fulfill in a school district (i.e., vision, curriculum and professional development, teacher advocacy, and student advocacy). The content of this course is aligned with the administrative requirement for the state K-12 Literacy Specialist endorsement. 4. Prerequisites: Iowa Department of Education teacher education licensure is required and completion of either a K-8 or a 5-12 reading endorsement is recommended.

**ED 630 Advanced Diagnostic Assessment: 3 semester hours**

This course will prepare reading practitioners to critically evaluate assessment tools and practices as they relate to the diagnosis of reading proficiencies and needs. Formal and informal tests, testing procedures, and diagnostic techniques will be examined, discussed, and evaluated regarding reading theory and epistemological viewpoints. Additionally, practitioners will become familiar with various causes of reading difficulty and programs designed to meet their specific needs. This course is designed to meet the needs of practitioners who have had significant experiences in the area of reading assessment and instruction. Those completing this course should be prepared to assume leadership roles in the area of reading assessment and instruction.

**ED 650 Student Teaching: Instructional Strategist I K-8: 3 semester hours**

A student will complete a supervised teaching assignment in a level I/II or co-teaching setting. He/she will apply knowledge, skills, and dispositions of relevant education theory to actual classroom situations while teaching special education strategies to elementary students with mild to moderate disabilities. During this 8-week placement, the student will be asked to lead teach for the majority of the time.

**ED 651 Student Teaching: Instructional Strategist I 5-12: 3 semester hours**

A student will complete supervised teaching assignment in a level I or co-teaching setting. He/she will apply knowledge, skills, and dispositions of relevant education theory to actual classroom situations while teaching special education strategies to elementary students with moderate to severe disabilities. During this 8-week placement, the student will be asked to lead teach for the majority of the time.

**ED 652 Student Teaching: Instructional Strategist II K-8 BD/LD: 3 semester hours**

A student will complete a supervised teaching assignment in a level II/ III classroom. He/she will apply knowledge, skills, and dispositions of relevant education theory to actual classroom situations while teaching special education strategies to elementary students with moderate to severe disabilities. During this 8-week placement, the student will be asked to lead teach for the majority of the time.

**ED 653 Student Teaching: Instructional Strategist II 5-12 BD/LD: 3 semester hours**

A student will complete a supervised teaching assignment in a Level II/III classroom. He/she will apply knowledge, skills, and dispositions of relevant educational theory to actual classroom situations while teaching special education strategies to secondary students with moderate to severe disabilities. During this 8-week placement, the student will be asked to lead teach for the majority of the time.

**ED 654 Student Teaching-Alternate Level: Instructional Strategist II K-8 BD/LD: 2 semester hours**

A student will complete a supervised student teaching assignment in a Level II/ III classroom. He/she will apply knowledge, skills, and dispositions of relevant educational theory to actual classroom situations while teaching special education strategies to elementary students with moderate to severe disabilities. During this 20-day placement, the student will be asked to lead teach for the majority of the time.

**ED 655 Student Teaching-Alternate Level: Instructional Strategist II 5-12 BD/LD: 2 semester hours**

A student will complete a supervised student teaching assignment in a Level II/ III classroom. He/she will apply knowledge, skills, and dispositions of relevant educational theory to actual classroom situations while teaching special education strategies to secondary students with moderate to severe disabilities. During this 20-day placement, the student will be asked to lead teach for the majority of the time.

**ED 656 Student Teaching: Instructional Strategist II (K-8), Intellectual Disabilities: 3 semester hours**

The student enrolled in this course will complete a supervised teaching assignment in a moderate/severe classroom setting. Here he/she will apply knowledge, skills, and dispositions of relevant educational theory to actual classroom situations while teaching researched instructional strategies to elementary students with moderate to severe intellectual disabilities. During this 8-week placement, the student will be asked to lead teach the majority of the time. Prerequisite: ED 586.

**ED 657 Student Teaching: Instructional Strategist II (5-12), Intellectual Disabilities: 3 semester hours**

The student enrolled in this course will complete a supervised teaching assignment in a moderate/severe classroom setting. Here he/she will apply knowledge, skills, and dispositions of relevant educational theory to actual classroom situations while teaching researched instructional strategies to secondary students with moderate to severe intellectual disabilities. During this 8-week placement, the student will be asked to lead teach the majority of the time. Prerequisite: ED 586.

**ED 658 Student Teaching: Instructional Strategist II (K-8), Alternate Level, Intellectual Disabilities: 2 semester hours**

The student enrolled in this course will complete a supervised teaching assignment in a moderate/severe classroom setting. Here he/she will apply knowledge, skills, and dispositions of relevant educational theory to actual classroom situations while teaching researched instructional strategies to elementary students with moderate to severe intellectual disabilities. During this 4-week placement, the student will be asked to lead teach the majority of the time. Prerequisite: ED 586.

**ED 659 Student Teaching: Instructional Strategist II (5-12), Alternate Level, Intellectual Disabilities: 2 semester hours**

The student enrolled in this course will complete a supervised teaching assignment in a moderate/severe classroom setting. Here he/she will apply knowledge, skills, and dispositions of relevant educational theory to actual classroom situations while teaching researched instructional strategies to secondary students with moderate to severe intellectual disabilities. During this 4-week placement, the student will be asked to lead teach the majority of the time. Prerequisite: ED 586.

**ED 660 Leadership Practicum: 3 semester hours**

Students in this course will engage in a practicum experience at their school site or at an alternative site where they can put teacher leadership theory into practice, working with a local school administrator, curriculum coordinator, AEA consultant, or colleague as well as the instructor. Students will design and implement a series of collegial, supervisory, curricular, and/or professional development activities that address issues examined in their coursework. On completion of the activities, students will develop a final report that includes artifacts as well as an analysis and reflective commentary on the practicum. Prerequisites: ED 500, ED 505, ED 511, ED 521, ED 531, ED 554. If a student has not completed one or more of the prerequisite courses, he/she needs permission of the Program Director to register for ED 660 Leadership Practicum.

**ED 699 Independent Study: 3 semester hours**

If a student wishes to independently study or research a particular topic, he/she may propose to work with an appropriate faculty member within their discipline. No more than 2 courses may be taken as independent study by any student.