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 typically 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 or as scheduled for a specific course. Field experience expectations are specified within courses and in the *Teacher Education Handbook*.

Field Experience Requirements:

a. Enroll in ED 106 An Invitation to Teaching, as a co-requisite with the first education course taken at Mount Mercy.
b. Successful completion of certification in: blood borne pathogens, mandatory reporting and Virtus training
c. Comply with health and safety guidelines established by the Education Department. (see TEP)
d. Complete a background check.
e. Sign waiver form.
f. 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

All Education students will participate in a Professional Development School Model (PDS). Under this model, students will attend classes and have their experience in a local school district. This provides students with hands on experiences in a school setting as well as numerous observations of classroom teachers and their instructors.

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.

Education Department Promotion and Admittance

It is the responsibility of the Education Department Promotion and Admittance Committee to admit 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, and at each admittance level. There are four levels to the Education major. Students take initial major and endorsement courses in Level I. The following courses are considered Level I courses, and a minimum 2.5 cumulative GPA is required before enrolling in these courses:

ED 102	Foundations of Education	2
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

Before progressing to Level II courses, feedback will be collected from faculty members regarding students' progression on identified TEP goals. Each student will meet with two faculty members to discuss this feedback and develop goals and action steps for Level II.
A GPA of 2.70 or above is required before entering Level II courses, specifically: 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.Some transfer students that have completed a majority of the Level I courses at another institution

may begin Level II upon enrollment at Mount Mercy if they meet all of the above requirements.

The Level III application process will begin in the fall of student's Junior year. Admittance to Level III is required 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	2
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)	3
ED 326	Methods 5-12 English/LA (with Reading)	3
ED 327	Methods 5-12 Mathematics (with Reading)	3
ED 328	Methods 5-12 Science (with Reading)	3
ED 329	Methods 5-12 Social Science (with Reading)	3
ED 333	Methods 5-12 Journalism	2
ED 346	Math Methods for Elementary Teachers II	3
ED 347	Science Methods for Elementary Teachers	2

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

ED 102	Foundations of Education	2
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	2
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	2
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	2
ED 370	Education Leadership Seminar	2
ED 375	Classroom Management for Education Majors	1
ED 379	Human Relations	3
PS 224	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	2
ED 106	An Invitation to Teaching	1
ED 234	Principles of Secondary Education	3
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 224	Developmental Psychology	3

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

The Education Department Promotion and Admittance Committee reviews each application and notifies the student of the decision by letter.

Acceptance into the program is based on the following:

a. Pass the standardized proficiency test in reading, writing, and math with acceptable scores in each area.
b. 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.
c. No grades below C (2.00) in any of the following courses:

ED 102	Foundations of Education	2
ED 106	An Invitation to Teaching	1
ED 132	Children's Literature	3
ED 232	Principles of Early Childhood and Elementary Education	2
ED 253	Educational Psychology	3
ED 263	Educating the Exceptional Person	3
ED 234	Principles of Secondary Education	3
PS 224	Developmental Psychology	3

   i. These courses must be completed prior to admission to Level III.

d. 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.
e. 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.
f. Proficiency in social sciences as evidenced by a grade of at least C (2.00) in both an American History and Political Science. (See TEP Handbook)
g. Proficiency in meeting field experience criteria. (See TEP Handbook)
h. Written recommendations from full-time Mount Mercy instructors.
i. 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.

j. Demonstration of TEP performance criteria for knowledge, skills, and dispositions associated with professionalism in teaching.

k. The Education Department Promotion and Admittance 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 Education Department Promotion and Admittance Committee.

l. 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.

m. 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 the Level III courses in the spring.

The Education Department Promotion and Admittance Committee may approve or deny entrance into the teacher education program and student teaching, or the 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 committee meeting. The committee includes full-time education faculty and two additional Mount Mercy faculty. Any student who is initially admitted to Level III, but does not successfully complete those courses or chooses to go at a slower pace and therefore does not complete those courses, must reapply to the Education Department Promotion and Admittance Committee before taking Level III courses.

Admission to Student Teaching

Student teaching is considered Level IV. Students will apply for student teaching during the spring semester prior to student teaching. Similar to admittance to Level III, the Education Department Promotion and Admittance Committee will review student's application materials. Students must maintain 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 completed 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 feedback from the student, 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 to retain students who, in the judgment of the Education Department Promotion and Admittance Committee, 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 do not successfully complete both Student Teaching placements 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:

- 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

The Education Major is primarily designed to move candidates toward the attainment of an Iowa teaching license. However, there are instances when an Education Major without teaching licensure better suits a student's long-term goals. In these cases, a student may receive a Bachelor's degree in Education without recommendation for Iowa teaching licensure.

To complete the Education Major: Non-Licensure students will work directly with the chair of the Education department to design a program of study. This program of study must include 25 credits of required coursework in Education, an additional 18 credits of Education electives and a 6 or 12 credit Education Internship.

Any student who completes the Education Major: Non-Licensure and later decides to pursue an Iowa teaching license will need to meet all licensing requirements prior to being recommended to the Board of Educational Examiners.

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 feedback, 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 may choose pursue the paraeducator certificate. Specific courses are required for the different specializations. 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 Licensure Option

Individuals who hold a Bachelor's degree (from Mount Mercy or another four-year university) may complete requirements for an Iowa teaching license through the attainment of a second-degree. Students in this program will complete all of the requirements for Mount Mercy's teacher education program and will be recommended for Iowa teaching licensure once all requirements have been met.

To be awarded a second-degree and qualify for federal financial aid, students must complete a minimum of 30 credits at Mount Mercy University. Students completing the post-baccalaureate program are also eligible to complete requirements through equivalent courses offered through our graduate program if their cumulative GPA is 3.0 or higher.

Post Baccalaureate Endorsement Option

Individuals with a current Iowa teaching license who seek to obtain additional endorsements must complete a minimum of one-third or 9 semester hours of the required coursework in the desired endorsement at Mount Mercy. Additionally, a minimum grade point average for courses counting toward the endorsement must be 2.70. If this requirement is not met, Mount Mercy will not recommend the individual for the endorsement, however they may apply directly to the BOEE.

Students enrolling in either post-baccalaureate option are eligible for reduced tuition and will be charged a per-credit rate. Individuals participating in these programs are not eligible for other forms of financial assistance from Mount Mercy. However, they may be eligible for federal financial aid and should contact the Student Financial Services Office with questions.

Title II Public Disclosure Requirements

a. Students admitted to the Education Program in 2020-2021: 30
b. Student Teachers in 2020-2021: 31
c. 10 supervisory faculty for student teaching
d. 640 hours of student teaching over 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/graduateprograms/) of this *Catalog* for more information on Graduate programs offered at Mount Mercy. Juniors and seniors *may* be eligible to take up to 13 graduate-level credits through the MMU Plus program.

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.

Elementary Education Major

(State of Iowa Teaching Endorsement #102)

ED 102	Foundations of Education	2
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	2
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	2
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	2
ED 370	Education Leadership Seminar	2
ED 353	Student Teaching in the Elementary School	10
or ED 352	Student Teaching in the Elementary School	
ED 375	Classroom Management for Education Majors	1
or ED 350	Classroom Management: Behavior Strategies	
ED 379	Human Relations	3
ED 400	Level I General Education Field (Elem)	1
ED 401	Level I Special Education Field (Elem)	1
ED 402	Level II Field (Elem)	2
ED 403	Level III Field (Elem)	2
PS 224	Developmental Psychology	3
Total Hours		**61**

Each elementary education major must select and complete an approved endorsement from the following list. Alternatively, they may select to complete a related minor or second major. (Students substituting a major/minor for the endorsement requirement must have this approved by the chair of the department.) All students receive a BS in Elementary Education.

Elementary Education Endorsements:

Art (K-8)
Early Childhood Education: Teacher – Prekindergarten-Kindergarten
English – Language Arts (K-8)
English as a Second Language (K-12)
Instructional Strategist I (K-8) (special education)*
Instructional Strategist II (K-12 Behavior Disorder and Learning Disabilities) (special education)**
Instructional Strategist II (K-12 Intellectual Disabilities) (special education)***
Mathematics (K-8)
Middle School (5-8)
Music (K-8)
Reading (K-8)
Science – Basic (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 endorsements 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). *Some required courses will be taught in the Graduate Program.*

***Instructional Strategist II (K-12 ID) Endorsement:

This endorsement is for students wishing to teach students with moderate to severe intellectual disabilities. The endorsements 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). *Some required courses will be taught in the Graduate Program.*

Early Childhood Endorsements:

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

Teacher – Prekindergarten-Kindergarten (endorsement #103)

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

One course selected from core curriculum writing courses		4
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
ED 237	Language Development and Learning Experiences for Young Children	3
Select one of the following:		3
EN 133	Introduction to American Multicultural Literature	
EN 176	American Literature Survey: Colonial to 1914	
EN 278	American Literature Survey: 1914 to Present	
EN 303	Topics In American Literature	
Select one of the following:		3
EN 203	Creative Writing	
EN 204	Writing Creative Nonfiction	
EN 205	Writing Poetry	
EN 206	Writing Fiction	
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).

English as a Second Language (K-12) End. #104

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	5
ED 354	Student Teaching in the Secondary School	5
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).

Instructional Strategist I (K-8) End. #260

ED 237	Language Development and Learning Experiences for Young Children	3
ED 263	Educating the Exceptional Person	3
ED 350	Classroom Management: Behavior Strategies	2
ED 314	Diagnostic Reading	3
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	5
ED 361	Student Teaching - Instructional Strategist I K-8	5
Total Hours		**33**

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) BD/LD End. #263 (*Some required courses will be taught in the Graduate Program.*)

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 BD & LD Students	3
ED 385	Tests, Measures, and Assessment	3
ED 352	Student Teaching in the Elementary School	5
ED 368	Student Teaching - Instructional Strategist II K-8 BD/LD	5
ED 392	Student Teaching - Instructional Strategist II 5-12 for BD/LD	3
Total Hours		**39**

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) ID End. #264 (*Some required courses will be taught in the Graduate Program.)*

ED 263	Educating the Exceptional Person	3
ED 350	Classroom Management: Behavior Strategies	2
ED 371	Special Education Foundations	3
ED 378	Transition	2
or ED 580	Transitions and Career Planning	
ED 382	Methods for Instructional Strategist II K-12	3
ED 384	Methods For Teaching ID Students	3
ED 385	Tests, Measures, and Assessment	3
ED 343	Student Teaching - Instructional Strategist II K-8 for ID	5
ED 352	Student Teaching in the Elementary School	5
ED 398	Student Teaching - Instructional Strategist II 5-12 for ID	3
Total Hours		**32**

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

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
CS 103	Introduction To Web Site Development	3
MA 132	Basic Mathematical Modeling	3
MA 139	Pre-Calculus	4
or MA 164	Calculus I	
MA 162	Discrete Mathematics	3
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

PS 214	Psychology of the Middle School Student	3
ED 311	Reading and Language Arts in the Intermediate Classroom	3
or ED 322	Secondary General Methods with Reading	
or ED 234	Principles of Secondary Education	
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 101	Oral Communication	3
SP 205	Linguistics & Second Language Acquisition	3
ED 305	Adolescent Literature	3
EN 133	Introduction to American Multicultural Literature	3
EN 203	Creative Writing	3
or EN 204	Writing Creative Nonfiction	
or EN 205	Writing Poetry	
or EN 206	Writing Fiction	
Total Hours		**15**

Middle School Mathematics (5-8)

MA 132	Basic Mathematical Modeling	3
MA 135	Basic Statistics	3
Select two of the following:		6-7
MA 125	Fundamentals Of Arithmetic & Logic	
MA 139	Pre-Calculus	
MA 162	Discrete Mathematics	
Total Hours		**12-13**

Middle School Science (5-8)

PH 115	Introduction To Earth Science	4
Select one of the following:		**4 - 4.5**
PH 114	Natural Science-Physical	
PH 151	Principles of Physics I	
CH 111	General Chemistry I	
Select one of the following:		**4 - 4.5**
BI 125	Foundations of Biology & Scientific Inquiry I	
AND		
BI 125L	Biostatistics and Scientific Investigation I	
OR		
BI 123	Biology of Human Concern	
Total Hours		**12-13**

Middle School Social Studies (5-8)

PO 111	Introduction To American Politics	3
HI 101	Geography of World Regions	3
or HI 102	Human Geography	
HI 114	History of Early America	3
HI 115	History Of Modern America	3
HI 130	Emergence Of The West, 800-1648	3
or HI 140	History Of Western World Since 1648	
or HI 265	Latin American History	
Total Hours		**15**

Reading Endorsement (K-8) End. #148

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	
or SP 205	Linguistics & Second Language Acquisition	
or ED 317	ESL Reading & Language Arts Methods & Practicum	
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
ED 380	Characteristics of Learners with Mild/Moderate Disabilities	3
Total Hours		**25**

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

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
CH 111	General Chemistry I	4.5
ED 347	Science Methods for Elementary Teachers	2
PH 114	Natural Science-Physical	4
PH 115	Introduction To Earth Science	4
PH 151	Principles of Physics I	4
PH 152	Principles of Physics II	4
Total Hours		**31.5**

Students must maintain a minimum 2.70 GPA in the endorsement.

Social Science - Social Studies Endorsement (K-8) End. #164

ED 319	Social Studies Methods for Elementary Teachers	2
History		
HI 101	Geography of World Regions	
or HI 102	Human Geography	
HI 114	History of Early America	
HI 115	History Of Modern America	
HI 130	Emergence Of The West, 800-1648	
or HI 140	History Of Western World Since 1648	
American Government (political science)		
PO 111	Introduction To American Politics	
or PO 102	Government and Politics Around the World	
Sociology		
SO 122	Introduction to Sociology	
or SO 183	Introduction to Cultural Anthropology	
Economics		
EC 251	Macroeconomics Principles	
or EC 252	Microeconomic Principles	
Psychology		
PS 101	Introductory Psychology	
Total Hours		**2**

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

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	5
or ED 352	Student Teaching in the Elementary School	
ED 363	Student Teaching in Pre-Kindergarten	5
Total Hours		**29**

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).

Original Endorsement in Art (K-8) End. #113

AR 102	Drawing I	3
AR 103	Art 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 I	3
AR 213	Art History II	3
AR 415	Art & Design Thesis	3
Select one of the following:		3
AR 106	Photography I	
AR 120	Visual Technology	
AR 161	Ceramics I	
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 224	Developmental Psychology	
Select one of the following:		
ED 364	Student Teaching - Art K-8	
ED 351 & ED 356	Student Teaching - Art K-8 and Student Teaching - Art 5-12	
Total Hours		**30**

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

MU 100	Seminar	0
MU 101	Music Theory I	3
MU 102	Music Theory II	3
MU 107	Instrumental Music Methods and Materials	1
MU 108	Instrumental Techniques Brass and Percussion	1
MU 109	Instrumental Techniques Strings and Woodwinds	1
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	Instrumentation and Arranging	
MU 324	Form and Analysis	3
MU 332	Music History I: Medieval Times to Classical Period	3
MU 333	Music History II: Romantic Period to the Present	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	
ED 106	An Invitation to Teaching	
ED 232	Principles of Early Childhood and Elementary Education	
ED 253	Educational Psychology	
ED 263	Educating the Exceptional Person	
ED 268	Music Methods Majors K-8 with reading	
ED 370	Education Leadership Seminar	
ED 375	Classroom Management for Education Majors	
ED 379	Human Relations	
PS 224	Developmental Psychology	
Select one of the following:		
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		**30**

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).

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.

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.

Secondary Education Major

ED 102	Foundations of Education	2
ED 106	An Invitation to Teaching	1
ED 234	Principles of Secondary Education	3
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:		3
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 355	Student Teaching in the Secondary School	10
or ED 354	Student Teaching in the Secondary School	
ED 375	Classroom Management for Education Majors	1
ED 379	Human Relations	3
ED 420	Level I General Education Field (Sec)	1
ED 421	Level I Special Education Field (Sec)	1
ED 422	Level II Field (Sec)	1
ED 423	Level III Field (Sec)	1
PS 224	Developmental Psychology	3
Total Hours		**40**

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
Spanish

Original Endorsement in Art (5-12) End. #114

AR 102	Drawing I	3
AR 103	Art 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 I	3
AR 213	Art History II	3
AR 415	Art & Design Thesis	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		**30**

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

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 204	Principles Of Management	3
BN 340	Management Information Systems	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 305	Professional Selling	
BK 310	Consumer Behavior	
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

ED 305	Adolescent Literature	3
SP 205	Linguistics & Second Language Acquisition	3
EN 176	American Literature Survey: Colonial to 1914	3
EN 210	Writing And Analysis Of Literature	4
EN 215	Major English Writers	3
EN 234	Shakespeare	3
EN 325	Seminar: Independent Research	3
EN 203	Creative Writing	3
or EN 204	Writing Creative Nonfiction	
or EN 205	Writing Poetry	
or EN 206	Writing Fiction	
EN 278	American Literature Survey: 1914 to Present	3
or EN 303	Topics In American Literature	
Choose 3 courses:		9
EN 225	Chaucer And The Middle Ages	
EN 236	Milton and the 17th Century	

EN 254	The English Romantic Age	
EN 265	The Victorian Age	
EN 300	Topics in Literature	
EN 305	Anglophone Literature	
EN 309	British Modernism	
EN 310	Contemporary British Literature	
EN 314	Law and Literature	
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; CO 101		
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

MA 162	Discrete Mathematics	3
MA 164	Calculus I	4
MA 165	Calculus II	4
MA 166	Calculus III	3
MA 202	Linear Algebra	3
MA 214	Probability And Statistics	3
MA 323	Foundations Of Modern Geometry	3
MA 364	Modern Algebra	3
MA 380	Senior Seminar in Mathematics	3
Electives in mathematics		3
Electives in computer programming		3
Plus the major in secondary education, including ED 327 (reading included)		
Total Hours		**35**

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

MU 100	Seminar	0
MU 101	Music Theory I	3
MU 102	Music Theory II	3
MU 107	Instrumental Music Methods and Materials	1
MU 108	Instrumental Techniques Brass and Percussion	1
MU 109	Instrumental Techniques Strings and Woodwinds	1
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	Instrumentation and Arranging	
MU 324	Form and Analysis	3
MU 332	Music History I: Medieval Times to Classical Period	3
MU 333	Music History II: Romantic Period to the Present	3
Ensemble and applied music every semester enrolled except when student teaching		
Plus the Education Courses:		
ED 102	Foundations of Education	
ED 106	An Invitation to Teaching	
ED 234	Principles of Secondary Education	
ED 253	Educational Psychology	
ED 263	Educating the Exceptional Person	
ED 324	Music Methods Music Majors 5-12 (with Reading)	
ED 370	Education Leadership Seminar	
ED 375	Classroom Management for Education Majors	
ED 379	Human Relations	
PS 224	Developmental Psychology	
One of the following:		
ED 367	Student Teaching in Music 5-12	
OR		
ED 357 & ED 358	Student Teaching - Music K-8 and Student Teaching - Music 5-12	
Total Hours		**30**

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

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 274	Human Physiology	3
BI 303	Genetics	4.5
BI 310	Ecology	4.5
CH 111	General Chemistry I	4.5
Select one of the following:		3
BI 225	Global Environmental Issues	
BI 242	Iowa Natural History	
BI 315	General Microbiology	
CH 112	General Chemistry II	
Plus the major in secondary education, including ED 328 (reading included)		
BI 305 and a statistics course are also recommended		
Total Hours		**33**

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

HI 114	History of Early America	3
HI 115	History Of Modern America	3
HI 245	Recent American History	3
PO 102	Government and Politics Around the World	3
PO 111	Introduction To American Politics	3
PO 311	American Foreign Policy	3
PS 101	Introductory Psychology	3
PS 224	Developmental Psychology	3
HI 101	Geography of World Regions	3

HI 102	Human Geography	3
EC 251	Macroeconomics Principles	3
EC 252	Microeconomic Principles	3
Choose 2 courses:		6
SO 122	Introduction to Sociology	
SO 183	Introduction to Cultural Anthropology	
SO 330	Global Race Relations	
Total Hours		**42**

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)

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 or 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	
HI 285	US And The Vietnam War	
HI 306	20th Century American History of Race and Gender	
Total Hours		**15**

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	
PO 302	Constitutional Law II: Civil Rights and Liberties	
PO 311	American Foreign Policy	
PO 314	Contemporary Political Ideologies	
PO 326	Politics and Public Policy	
PO 335	State and Local Government	
PO 353	Politics and Economic Policy in the United States	
PO 445	Independent Study	
Total Hours		**15**

Social Sciences - Psychology: 19 semester hours

PS 101	Introductory Psychology	3
PS 325	Statistics and Research Methods for Behavioral Sciences I	4
Select three of the following:		9
PS 205	Psychology Of Adjustment	
PS 221	Social Psychology	
PS 306	Clinical Psychology and Mental Health	
PS 319	Classic Theories of Personality	
PS 371	Introduction To Counseling	
PS 385	Cognitive Neuroscience	
PS 386	Biological Psychology	
Select one of the following:		3
PS 214	Psychology of the Middle School Student	
PS 215	Adolescent Psychology	
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	Deviant Behaviors	
SO 202	Marriage & the Family: Intimate Relationships	
SO 330	Global Race Relations	
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	
PO 353	Politics and Economic Policy in the United States	
Total Hours		**15**

Original Endorsement in Social Science - American History (5-12) End. #158

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
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**

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

PS 101	Introductory Psychology	3
PS 325	Statistics and Research Methods for Behavioral Sciences I	4
Select three of the following:		9
PS 205	Psychology Of Adjustment	
PS 221	Social Psychology	
PS 306	Clinical Psychology and Mental Health	
PS 319	Classic Theories of Personality	
PS 371	Introduction To Counseling	
PS 385	Cognitive Neuroscience	
PS 386	Biological Psychology	
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	Deviant Behaviors	
SO 202	Marriage & the Family: Intimate Relationships	
SO 330	Global Race Relations	
Plus the major in secondary education, including ED 329 (reading included)		
Total Hours		**34**

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

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	Deviant Behaviors	
SO 202	Marriage & the Family: Intimate Relationships	
SO 330	Global Race Relations	
Plus 15 semester hours selected from one of the following content areas:		15
American Government		
Economics		
Psychology		
Plus the major in secondary education, including ED 329 (reading included)		
Total Hours		**30**

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

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
HI 215	The American Nation, 1789-1877	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 the major in secondary education, including ED 329 (reading included)		
Total Hours		**33**

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

ENDORSEMENT IN SPANISH (5-12) END. #134

ED 321	Secondary Spanish Methods	3
SP 200	Intermediate Spanish I	3
SP 201	Intermediate Spanish II	3
SP 205	Linguistics & Second Language Acquisition	3
SP 300	Spanish Grammar & Composition	3
SP 331	Introduction to Hispanic Literature	3
SP 369	Hispanic Culture & Civilization	3
Choose 3 courses:		9
SP 220	Spanish for the Profession	
SP 240	Spanish Conversation	
SP 260	Spanish Conversation, Film and Culture	
SP 310	Advanced Communicative Spanish Abroad	
SP 325	Independent Study	
SP 370	Race, Class and Gender in Latin American Film	
Total Hours		**30**

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 Behavior Disorders/Learning Disabilities)
(Special Education - must be paired with a subject area endorsement)
Instructional Strategist II (K-12 Intellectual Disabilities)
(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
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

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)	3
Total Hours		**37**

Instructional Strategist I (5-12) End. #261

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	5
ED 362	Student Teaching - Instructional Strategist I 5-12	5
Total Hours		**29**

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) BD/LD End. #263

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 BD & LD Students	3
ED 385	Tests, Measures, and Assessment	3
ED 354	Student Teaching in the Secondary School	5
ED 369	Student Teaching - Instructional Strategist II 5-12 for BD/LD	5
ED 391	Student Teaching - Instructional Strategist II K-8 BD/LD	3
Total Hours		**39**

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) ID End. #264

ED 263	Educating the Exceptional Person	3
ED 350	Classroom Management: Behavior Strategies	2
ED 371	Special Education Foundations	3
ED 378	Transition	2
or ED 580	Transitions and Career Planning	
ED 382	Methods for Instructional Strategist II K-12	3
ED 384	Methods For Teaching ID Students	3
ED 385	Tests, Measures, and Assessment	3
ED 344	Student Teaching - Instructional Strategist II 5-12 for ID	5
ED 354	Student Teaching in the Secondary School	5
ED 397	Student Teaching - Instructional Strategist II K-8 for ID	3
Total Hours		**32**

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

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
ED 326	Methods 5-12 English/LA (with Reading)	3
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

MA 162	Discrete Mathematics	3
MA 164	Calculus I	4
MA 165	Calculus II	4
MA 202	Linear Algebra	3
MA 214	Probability And Statistics	3
MA 323	Foundations Of Modern Geometry	3
CS 103	Introduction To Web Site Development	3
ED 327	Methods 5-12 Mathematics (with Reading)	3
Total Hours		**26**

Endorsement in Middle School (5-8) End. #182

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	Introduction to American Multicultural Literature	
EN 175	American Drama	
EN 176	American Literature Survey: Colonial to 1914	
EN 278	American Literature Survey: 1914 to Present	

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 162	Discrete Mathematics	

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

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	
HI 101	Geography of World Regions	
HI 102	Human Geography	
Plus social studies elective as needed to fulfill credit hour requirements		

Endorsement in Science - Chemistry (5-12) (second teaching area) End. #152

CH 111	General Chemistry I	4.5
CH 112	General Chemistry II	4.5
CH 211	Organic Chemistry I	4.5
CH 212	Organic Chemistry II	4.5
Two chemistry electives		10
CH 251	Analytical Chemistry	
CH 302	Biochemistry	
CH 334	Instrumental Analysis	
ED 328	Methods 5-12 Science (with Reading)	3
Total Hours		**31**

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

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 301	Constitutional Law I: Structure of Government	
PO 302	Constitutional Law II: Civil Rights and Liberties	
PO 311	American Foreign Policy	
PO 314	Contemporary Political Ideologies	
PO 326	Politics and Public Policy	
PO 335	State and Local Government	
PO 353	Politics and Economic Policy in the United States	
PO 445	Independent Study	
ED 329	Methods 5-12 Social Science (with Reading)	3
Total Hours		**27**

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

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	
ED 329	Methods 5-12 Social Science (with Reading)	3
Total Hours		**27**

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

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
ED 329	Methods 5-12 Social Science (with Reading)	3
Total Hours		**33**

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

PS 101	Introductory Psychology	3
PS 325	Statistics and Research Methods for Behavioral Sciences I	4
Select five of the following:		15
PS 205	Psychology Of Adjustment	
PS 221	Social Psychology	
PS 306	Clinical Psychology and Mental Health	
PS 319	Classic Theories of Personality	
PS 371	Introduction To Counseling	
PS 385	Cognitive Neuroscience	
PS 386	Biological Psychology	
Select one of the following:		3
PS 214	Psychology of the Middle School Student	
PS 215	Adolescent Psychology	
ED 329	Methods 5-12 Social Science (with Reading)	3
Total Hours		**28**

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

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	Deviant Behaviors	
SO 202	Marriage & the Family: Intimate Relationships	
ED 329	Methods 5-12 Social Science (with Reading)	3
Total Hours		**27**

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

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	
ED 329	Methods 5-12 Social Science (with Reading)	3
Total Hours		**27**

Early Childhood Minor

*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 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
PS 224	Developmental Psychology	3
Total Hours		**25**

English as a Second Language Minor

*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
Choose two of the following		6
CO 260	Intercultural Communication	
ED 210	English Language Learner: Reading/Writing Tutor	
ED 308	Assessment in Teaching English as a Second Language [1]	
ED 316	ESL Methods for Teaching Academic Content [1]	
ED 317	ESL Reading & Language Arts Methods & Practicum [1]	
ED 379	Human Relations [1]	
SO 330	Global Race Relations	
SP 100	Elementary Spanish I	
SP 101	Elementary Spanish II	
SP 220	Spanish for the Profession	
Total Hours		**15**

[1] These courses count towards the full ESL minor/endorsement and are recommended for teaching majors.

* ME 120 Immigrants and Literacy: In Pursuit of the American Dream can count in place of this course. ME 120 Immigrants and Literacy: In Pursuit of the American Dream should only be taken by students who who need to complete the portal requirement of the core curriculum.

Courses

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 by 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: 2 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. Throughout a wide variety 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: 2 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: 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 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). 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 and 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: 2 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 321 Secondary Spanish Methods: 3 semester hours
This course provides prospective secondary school Spanish teachers with instruction in recommended methods and content standards pertinent to Secondary Spanish Education. This course must be completed with a minimum grade of C (2.0). Prerequisite: Acceptance to Level 2 of the Teacher Education Program. Co-requisites: ED322, ED422.

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): 3 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 and cumulative grade point average of 2.70.

ED 326 Methods 5-12 English/LA (with Reading): 3 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 cumulative grade point average of 2.70.

ED 327 Methods 5-12 Mathematics (with Reading): 3 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 cumulative grade point average of 2.70.

ED 328 Methods 5-12 Science (with Reading): 3 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 cumulative grade point average of 2.70.

ED 329 Methods 5-12 Social Science (with Reading): 3 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 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 343 Student Teaching - Instructional Strategist II K-8 for ID: 5 semester hours
Strategist II Student Teaching K-8 for ID.

ED 344 Student Teaching - Instructional Strategist II 5-12 for ID: 5 semester hours
Strategist II Student Teaching 5-12 for ID; 6 hours.

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 strategies: 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: 2 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: 5 semester hours
Student teaching.

ED 352 Student Teaching in the Elementary School: 5 semester hours
Student teaching.

ED 353 Student Teaching in the Elementary School: 10 semester hours
Student teaching.

ED 354 Student Teaching in the Secondary School: 5 semester hours
Student teaching.

ED 355 Student Teaching in the Secondary School: 10 semester hours
Student teaching.

ED 356 Student Teaching - Art 5-12: 5 semester hours
Student teaching. Prerequisite: Cumulative grade point average of 2.70.

ED 357 Student Teaching - Music K-8: 5 semester hours
Student teaching.

ED 358 Student Teaching - Music 5-12: 5 semester hours
Student teaching.

ED 359 Student Teaching in Kindergarten: 5 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: 5 semester hours
Student teaching.

ED 362 Student Teaching - Instructional Strategist I 5-12: 5 semester hours
Student teaching.

ED 363 Student Teaching in Pre-Kindergarten: 5 semester hours
Student teaching.

ED 364 Student Teaching - Art K-8: 10 semester hours
Student teaching.

ED 365 Student Teaching - Art 5-12: 10 semester hours
Student teaching.

ED 366 Student Teaching in Music K-8: 10 semester hours
Student teaching.

ED 367 Student Teaching in Music 5-12: 10 semester hours
Student teaching.

ED 368 Student Teaching - Instructional Strategist II K-8 BD/LD: 5 semester hours
Student teaching BD/LD.

ED 369 Student Teaching - Instructional Strategist II 5-12 for BD/LD: 5 semester hours
Student teaching BD/LD.

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 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 BD & LD 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 384 Methods For Teaching ID Students: 3 semester hours
This course will provide students with an overview of the various characteristics, current trends in educational programming, educational alternatives and related services needed for individuals with intellectual disabilities from K-12, as well as the importance of the multidisciplinary team in providing appropriate educational programming. Additionally, this course will provide students with the methods, strategies, and models for providing curriculum and instruction to include sources of curriculum materials for the development of cognitive, academic, social, language. Functional life skills for individuals with intellectual disabilities, as well as the related instructional and remedial methods and techniques will be discussed and explored. Note: A 20-hour practicum with students with moderate to severe intellectual disabilities is included in this course.

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). Prerequistie: 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 BD/LD: 3 semester hours
Student teaching BD/LD.

ED 392 Student Teaching - Instructional Strategist II 5-12 for BD/LD: 3 semester hours
Student teaching for BD/LD.

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 397 Student Teaching - Instructional Strategist II K-8 for ID: 3 semester hours
Strategist II Student Teaching K-8 for ID.

ED 398 Student Teaching - Instructional Strategist II 5-12 for ID: 3 semester hours
Strategist II Student Teaching 5-12 ID; 3 hours.

ED 400 Level I General Education Field (Elem): 1 semester hour
This course is designed to provide elementary education students with an early experience in the general education classroom. Students enrolling in this class will receive a placement to work in a local community elementary school and will be observed in the field by education faculty. During this course students will have the opportunity to demonstrate in the INTASC standards appropriate to Level I of the Teacher Education Program. Students must demonstrate these competencies prior to promotion to Level II. Co-Requisite: ED 102.

ED 401 Level I Special Education Field (Elem): 1 semester hour
This course is designed to provide elementary education students with an early experience in the special education classroom. Students enrolling in this class will receive a placement to work in a elementary school and will be observed in the field by education faculty. During this course students will have the opportunity to demonstrate in the INTASC standards appropriate to Level I of the Teacher Education Program. Students must demonstrate these competencies prior to promotion to Level II. Co-Requisite: ED 263.

ED 402 Level II Field (Elem): 2 semester hours
This course is designed to provide elementary education students with a more advanced field experience combining Literacy, Math and General methods. Students enrolling in this class will be placed in a Professional Development School (PDS). During this course students will have the opportunity to demonstrate INTASC standards appropriate to Level II of the Teacher Education Program. Students must demonstrate these competencies prior to promotion to Level III. Co-Requisites ED 232, ED 309, ED 345.

ED 403 Level III Field (Elem): 2 semester hours
This course is designed to provide elementary education students with a capstone field experience focused on content-area and general methods just prior to student teaching. Students enrolling in this class will be placed in an elementary setting where they will have the opportunity teach multiple lessons. During this course students will have the opportunity to demonstrate INTASC standards appropriate to Level III of the Teacher Education Program. Students must demonstrate these competencies prior to promotion to Level IV. Co-Requisites ED 311, ED 346.

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 420 Level I General Education Field (Sec): 1 semester hour
This course is designed to provide secondary education students with an early experience in the general education classroom. Students enrolling in this class will receive a placement to work in a local high school or middle school and will be observed in the field by education faculty. During this course students will have the opportunity to demonstrate in the INTASC standards appropriate to Level I of the Teacher Education Program. Students must demonstrate these competencies prior to promotion to Level II. Co-Requisite: ED 102.

ED 421 Level I Special Education Field (Sec): 1 semester hour
This course is designed to provide secondary education students with an early experience in the special education classroom. Students enrolling in this class will receive a placement to work in a high school or middle school and will be observed in the field by education faculty. During this course students will have the opportunity to demonstrate in the INTASC standards appropriate to Level I of the Teacher Education Program. Students must demonstrate these competencies prior to promotion to Level II. Co-Requisite: ED 263.

ED 422 Level II Field (Sec): 1 semester hour
This course is designed to provide secondary education students with a more advanced field experience specifically focused on the content-area methods of their endorsement. During this course students will have the opportunity to demonstrate INTASC standards appropriate to Level II of the Teacher Education Program. Students must demonstrate these competencies prior to promotion to Level III. Co-Requisites: ED 323, ED 325, ED 326, ED 327, ED 328, or ED 329.

ED 423 Level III Field (Sec): 1 semester hour
This course is designed to provide secondary education students with a capstone field experience focused on general methods just prior to student teaching. Students enrolling in this class will be placed in a Professional Development School (PDS). During this course students will have the opportunity to demonstrate INTASC standards appropriate to Level III of the Teacher Education Program. Students must demonstrate these competencies prior to promotion to Level IV. Co-Requisite: ED 234.

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.

ED 498 BOEE Recertification: 0 semester hours
1 - 2 day workshop or conference that can be used for BOEE recertification.