

# Master of Arts in Education

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

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

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

### Required Core Courses:

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

## Emphasis in Special Education

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

- Instructional Strategist I K-8 endorsement
- Instructional Strategist I 5-12 endorsement
- Instructional Strategist II K-12 Behavior Disorders/Learning Disabilities endorsement
- Instructional Strategist II K-12 Intellectual Disabilities endorsement

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

Required courses (all options):

Program Core		9
<b>Required Courses</b> <sup>1</sup>		
ED 550	Special Education: Law, Collaboration and Consultation	3
ED 555	Assessment in Special Education	3

ED 560	Behavior Interventions	3
ED 595	Seminar in Special Education	3
<b>Total Hours</b>		<b>21</b>

## Instructional Strategist I K-8: 33 semester hours

Requirements:

Program Core		9
<b>Required Courses</b>		<b>12</b>
ED 514	Family and Community Relationships	3
ED 530	Diagnostic Assessment of Reading & Writing	3
ED 570	Methods: Instructional Strategist I K-8	3
ED 650	Student Teaching: Instructional Strategist I K-8	3

**Total Hours 33**

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

Requirements:

Program Core		9
<b>Required Courses</b>		<b>12</b>
ED 575	Methods: Instructional Strategist I 5-12	3
ED 525	Content Area Reading and Writing	3
ED 580	Transitions and Career Planning	3
ED 651	Student Teaching: Instructional Strategist I 5-12	3

**Total Hours 33**

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

Requirements:

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

**Total Hours 35**

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

Requirements:

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

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

**Total Hours** **35**

## Emphasis in Reading

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

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

### Reading (K-8) Endorsement: 34 hours

Requirements:

Program Core <sup>2</sup>		9
ED 510	Foundations of Reading	3
ED 515	Children's Literature: Enhancing Instruction	3
ED 520	Language, Literacy and Culture	3
ED 525	Content Area Reading and Writing	3
ED 530	Diagnostic Assessment of Reading & Writing	3
ED 535	Prescriptive Reading	4
ED 540	Reading Research Seminar	3
ED 570	Methods: Instructional Strategist I K-8	3

**Total Hours** **34**

### Reading (5-12) Endorsement 34 hours

Requirements:

Program Core <sup>2</sup>		9
ED 510	Foundations of Reading	3
ED 516	Young Adult Literature	3
ED 520	Language, Literacy and Culture	3
ED 525	Content Area Reading and Writing	3
ED 530	Diagnostic Assessment of Reading & Writing	3
ED 535	Prescriptive Reading	4
ED 540	Reading Research Seminar	3
ED 575	Methods: Instructional Strategist I 5-12	3

**Total Hours** **34**

### Reading Specialist (K-12) Endorsement 40 hours

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

Requirements:

Program Core		9
ED 510	Foundations of Reading	3
ED 515	Children's Literature: Enhancing Instruction	3
ED 520	Language, Literacy and Culture	3

or ED 516	Young Adult Literature	
ED 525	Content Area Reading and Writing	3
ED 535	Prescriptive Reading	4
ED 540	Reading Research Seminar	3
ED 554	Assessment for School Leaders	3
ED 610	Reading Specialist	3
ED 570	Methods: Instructional Strategist I K-8	3
or ED 575	Methods: Instructional Strategist I 5-12	
ED 630	Advanced Diagnostic Assessment	3

**Total Hours** **40**

### Reading No Endorsement: 31 hours

Requirements:

Program Core		9
ED 510	Foundations of Reading	3
ED 515	Children's Literature: Enhancing Instruction	3
or ED 516	Young Adult Literature	
ED 520	Language, Literacy and Culture	3
ED 525	Content Area Reading and Writing	3
ED 535	Prescriptive Reading	4
ED 540	Reading Research Seminar	3
Electives:		3
ED 545	Topics in Literacy Instruction	
ED 596	Education: Travel Abroad	
ED 599	Special Topics in Education	

**Total Hours** **31**

### Emphasis in Teacher Leadership: 33 semester hours

Requires an additional interview with the Director of Graduate Program in Education if undergraduate or other graduate degree is not in education. Additional coursework beyond that listed in the catalog may be required for those students without a degree in education and/or teaching license.

Program Core		9
ED 500	Educational Policy	3
ED 505	Educational Leadership	3
ED 511	Collaboration and Mentoring	3
ED 521	Issues in Educational Psychology	3
ED 531	Technology Strategies for Teachers	3
ED 554	Assessment for School Leaders	3
ED 594	Seminar: Leadership in Education	3
ED 660	Leadership Practicum	3

**Total Hours** **33**

### Emphasis in Effective Teaching: 33 semester hours

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

Program Core		9
ED 500	Educational Policy	3
ED 511	Collaboration and Mentoring	3
ED 525	Content Area Reading and Writing	3
ED 531	Technology Strategies for Teachers	3

ED 551	Culturally Responsive Teaching	3
ED 554	Assessment for School Leaders	3
ED 561	Instructional Design	3
ED 594	Seminar: Leadership in Education	3

**Total Hours** **33**

## Emphasis in English as a Second Language: 35 semester hours

This emphasis is designed to prepare ESL teachers for teaching K-12 education and provides, if needed, the K-12 ESL endorsement from the State of Iowa upon completion. Designed for the teaching professional, a four-course core provides a shared experience for all graduate education students. These courses (i.e., 12 credit hours) focus on developing the broader perspectives needed for research and leadership in the profession. ESL graduate students take an additional 23 credits when completing the K-12 English as a Second Language endorsement.

Program Core		9
ED 501	Grammar for Teaching English as a Second Language	3
ED 502	Linguistics and Second Language Acquisition	3
ED 503	Language, Culture, and Schooling	3
ED 504	Assessment in Teaching English as a Second Language	3
ED 506	Methods for Teaching Academic Content and Practicum	3
ED 507	ESL Reading and Language Arts Methods and Practicum	3
ED 540	Reading Research Seminar	3
ED 661 or ED 662	Student Teaching in ESL (K-8, elementary) Student Teaching in ESL (5-12, secondary)	3
ED 663 or ED 664	Student Teaching: ESL Alternate Level (Elementary) Student Teaching: ESL Alternate Level (Secondary)	2

**Total Hours** **35**

## Emphasis in Teaching and Learning: 30 semester hours

This emphasis is designed to prepare a pathway for graduate students, particularly second degree students, for obtaining their Master's degree after completing their teacher education program. Students completing this emphasis area may have taken some of their graduate coursework as they obtained their Iowa teaching license. Eighteen (18) or more elective credits hours will be taken from one or more of the following emphasis areas: Effective Teaching, English as a Second Language, Reading, Special Education, Early Childhood Inclusive Classroom, or Teacher Leadership. Additionally, a four-course core provides a shared experience for all graduate education students. These courses (i.e., 12 credit hours) focus on developing the broader perspectives needed for research and leadership in the profession. Eligible students must have earned a Bachelor's degree (non-teaching) and be enrolled in a Teacher Education Program.

ED 600	Educational Research	3
Choose One:		3
ED 540	Reading Research Seminar	
ED 594	Seminar: Leadership in Education	
ED 595	Seminar in Special Education	

Choose One Option: 6

ED 601 & ED 602	Action Research Project and Education Thesis	
--------------------	---	--

OR

ED 604 & ED 605	Education Research Project and Comprehensive Examination	
--------------------	---	--

Must complete an additional 18 or more credit hours at the graduate level.<sup>3</sup> 18

**Total Hours** **30**

## Early Childhood Inclusive Classroom: 36 semester hours

This emphasis is designed to prepare early childhood teachers to teach in birth through grade 3 inclusive classrooms. Designed for the teaching professional, a four-course core provides a shared experience for all graduate education students. These courses (i.e., 12 credit hours) focus on developing the broader perspectives needed for research and leadership in the profession.

Program Core		9
ED 512	Human Growth and Development	3
ED 513	Health, Nutrition, and Safety	3
ED 514	Family and Community Relationships	3
ED 517	Early Childhood Curriculum, Birth-Kindergarten	3
ED 518	Early Childhood Assessment and Intervention	3
ED 519	Supervision and Administration of Early Childhood Programs	3
ED 595	Seminar in Special Education	3
ED 668	Student Teaching: Early Childhood Inclusive Classroom-Preschool	3
ED 669	Student Teaching: Early Childhood Inclusive Classroom-Elementary (K-3)	3

**Total Hours** **36**

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

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

<sup>3</sup> Graduate courses may be from any of the following emphasis areas:

- Effective Teaching
- English as a Second Language (ESL)
- Reading
- Special Education
- Early Childhood Inclusive Classroom
- Teacher Leadership

## Courses

### ED 500 Educational Policy: 3 semester hours

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

**ED 501 Grammar for Teaching English as a Second Language: 3 semester hours**

This course covers aspects of modern English grammar important for teaching English as a Second Language (ESL). The basic structure of words (morphology), sentences (syntax), and meanings (semantics), including basic rules of writing mechanics most problematic for English language learners, are also studied.

**ED 502 Linguistics and Second Language Acquisition: 3 semester hours**

This course examines second language (L2) acquisition from a linguistic perspective and compares first and second language acquisition. Factors contributing to L2 variation, including linguistic universals, transfer, age, input, and affective considerations are studied. The course also examines a range of variables and strategies that teachers might need to teach students who use English as a second or additional language.

**ED 503 Language, Culture, and 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 English, 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.

**ED 504 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. Prerequisite: ED 502 or ED 503.

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

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

**ED 506 Methods for Teaching Academic Content and Practicum: 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. A 10-hour practicum is required in an ESL classroom or in a classroom with a significant number of ELL students. Prerequisite: ED 504.

**ED 507 ESL Reading and Language Arts Methods and 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: ED 504.

**ED 508 Catholic Identity and Evangelization: 3 semester hours**

An educational and spiritual exploration of Catholic identity and evangelization, this course will provide knowledge allowing administrators to take greater responsibility in promoting the life and mission of the Church at their Catholic school. Drawing upon the Catechism of the Catholic Church, this course will investigate the meaning of Catholic identity as applied to schools and how to develop the faith of students.

**ED 509 Apologetics and Catholic Social Teaching: 3 semester hours**

An educational and apologetic introduction to the Catholic faith and theology, this course will provide knowledge allowing administrators to take greater responsibility in promoting the life and mission of the Church at their Catholic school. Drawing upon the Catechism of the Catholic Church, this course will investigate the five core faith areas of Scripture; the Creed/Jesus Christ; the Church; Sacraments, Liturgy, and Prayer; and Morality and Catholic Social Teaching.

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

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

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

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

**ED 512 Human Growth and Development: 3 semester hours**

In this course students will learn about the nature of human growth and development throughout the lifespan, but a specific focus will be on infants and toddlers (birth-age 2), preprimary children (ages 3 through 5), and primary school children (ages 6 through 8). Typical and atypical development in the areas of cognition, language development, physical motor, social-emotional, mental health, aesthetics, and adaptive behavior will be studied with a focus on how these areas may impact development and learning in the early years of life. Students will also study the etiology, characteristics, and classifications of common disabilities in infants and young children and how these may affect a child's development and learning.

**ED 513 Health, Nutrition, and Safety: 3 semester hours**

In this course, students will learn to implement basic health, nutrition, and safety procedures, including the design of physically and psychologically safe and healthy indoor and outdoor environments to promote development and learning. Signs of emotional distress, physical and mental abuse, and neglect in young children will be studied, as well as mandatory reporting procedures. Students will be asked to demonstrate proficiency in infant-child cardiopulmonary resuscitation, emergency procedures, and first aid.

**ED 514 Family and Community Relationships: 3 semester hours**

In this course, students will learn how to build family and community relationships, how successful early childhood education depends on partnerships between families, communities, and agencies, and how these partnerships have complex and diverse characteristics. Also, students will learn why families should be involved in their children's development and learning.



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

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

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

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

**ED 517 Early Childhood Curriculum, Birth-Kindergarten: 3 semester hours**

The student will use content knowledge to build a meaningful early childhood curriculum. Prerequisite: ED 263 and an elementary methods course in each of the following areas: literacy, mathematics, social studies, science, physical education and wellness, and visual and performing arts.

**ED 518 Early Childhood Assessment and Intervention: 3 semester hours**

The student will learn to use technically sound formal and informal assessments that minimize bias and evaluation results to adapt and guide instruction and interventions for early childhood learners. Also, the student will learn, understand, and apply curricula, assessments, and teaching and intervention strategies that align with learner and program goals, including the development of individualized family service plans (IFSPs) and individualized education programs (IEPs). The student will also learn about the transition process in early childhood education settings. Note: includes practicum of 40 hours in early childhood special education setting (such as observing/assisting students in extended school year settings) Prerequisite: ED 263.

**ED 519 Supervision and Administration of Early Childhood Programs: 3 semester hours**

The student will learn about early childhood program criteria set by various professional organizations; learn to collaborate with supervisors, mentors, and colleagues; learn about the significance of ongoing professional development; learn how to improve the practices for young children and their families; learn ethical principles, practices, and codes of conduct; learn to advocate for students in early childhood education; and learn how to provide guidance to paraeducators, tutors, and volunteers. Prerequisite: ED 263.

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

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

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

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

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

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

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

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

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

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

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

Current research-based methods and strategies for instructing less proficient readers will be studied and implemented (including strategies related to phonemic awareness, phonics, fluency, comprehension and vocabulary). Additionally, the impacts of factors including motivation, memory, cognitive processing and critical thinking will be examined. Graduate students will complete a clinical field-based experience of at least 24 hours where they assume the role of literacy-coach. In this role, they will mentor pre-service teacher candidates through modeling, coteaching, observation, reviewing student assessment data and suggesting resources. Additionally, they will evaluate the effectiveness and appropriateness of interventions using both assessment data and first-hand observations. Prerequisites: Graduate Standing, ED 530 or equivalent, previous experience with reading intervention.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

***ED 581 Leadership & Culturally Responsive Teaching: 3 semester hours***

In this course, students will examine major themes related to culturally responsive teaching and school leadership. They will examine the role of K-12 school and school system leaders in creating an equitable and just society. Students will study segregation and racial oppression and how these may negatively impact the areas of learning, living, and working in the lives of students of color. They will learn how inequity is reproduced through both action and inaction.

***ED 582 School & Community Relations for School Leaders: 3 semester hours***

In this course, students will learn and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, the community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

***ED 583 Operations & Management: 3 semester hours***

In this course, students will learn how to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

***ED 584 Professional Culture & Capacity: 3 semester hours***

In this course, students will learn how to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning. Requirement: Evaluator Training is embedded in this course.

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

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

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

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

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

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

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

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

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

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

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

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

**ED 597 Professional Development in Catholic Education: 1 semester hour**

This course is offered as an elective to address special topics in PreK-12 Catholic education. It can be used to coincide with conferences, seminars, workshops, courses, etc., in which Mount Mercy University will offer recertification or graduate credit as a result of attendance, participation, and/or work completed in accordance with expectations and guidelines on the syllabus.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

This course will offer a specialized study of the role of the reading specialist. It will examine the four major roles literacy specialists can fulfill in a school district (i.e., vision, curriculum and professional development, teacher advocacy, and student advocacy). The content of this course is aligned with the administrative requirement for the state K-12 Literacy Specialist endorsement. 4.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

**ED 661 Student Teaching in ESL (K-8, elementary): 3 semester hours**

The student enrolled in this course will complete a supervised teaching assignment in an elementary ESL classroom or an elementary classroom with a significant number of ESL students. Here he/she will apply knowledge, skills, and dispositions of relevant educational theory to actual classroom situations while teaching ESL students, using methods and strategies learned in previous ESL courses. During this 8-week placement (40 calendar days), the student will lead teach the majority of the time. Prerequisite: ED 506 and ED 507; Must have the approval of the Education Program Director or course instructor.

**ED 662 Student Teaching in ESL (5-12, secondary): 3 semester hours**

The student enrolled in this course will complete a supervised teaching assignment in an secondary ESL classroom or a secondary classroom with a significant number of ESL students. Here he/she will apply knowledge, skills, and dispositions of relevant educational theory to actual classroom situations while teaching ESL students, using methods and strategies learned in previous ESL courses. During this 8-week placement (40 calendar days), the student will lead teach the majority of the time. Prerequisite: ED 506 and ED 507; Must have the approval of the Education Program Director or course instructor.

**ED 663 Student Teaching: ESL Alternate Level (Elementary): 2 semester hours**

The student enrolled in this course will complete a supervised teaching assignment in an elementary ESL classroom or an elementary classroom with a significant number of ESL students. Here he/she will apply knowledge, skills, and dispositions of relevant educational theory to actual classroom situations while teaching ESL students, using methods and strategies learned in previous ESL courses. During this 4-week placement (20 calendar days), the student will lead teach the majority of the time. Prerequisite: ED 506 and ED 507; Must have the approval of the Education Program Director or course instructor.

**ED 664 Student Teaching: ESL Alternate Level (Secondary): 2 semester hours**

The student enrolled in this course will complete a supervised teaching assignment in a secondary ESL classroom or a secondary classroom with a significant number of ESL students. Here he/she will apply knowledge, skills, and dispositions of relevant educational theory to actual classroom situations while teaching ESL students, using methods and strategies learned in previous ESL courses. During this 4-week placement (20 calendar days), the student will lead teach the majority of the time. Prerequisite: ED 506 and ED 507; Must have the approval of the Education Program Director or course instructor.

**ED 668 Student Teaching: Early Childhood Inclusive Classroom-Preschool: 3 semester hours**

The student enrolled in this course will complete a supervised teaching assignment in a Preschool early childhood inclusive classroom setting. Here he/she will apply knowledge, skills, and dispositions of relevant educational theory to actual classroom situations while teaching and adapting strategies and interventions to meet the needs of all students, including those with disabilities. During this placement, the student will lead teach for the majority of the time. Prerequisite: ED 263 and ED 517.

**ED 669 Student Teaching: Early Childhood Inclusive Classroom-Elementary (K-3): 3 semester hours**

The student enrolled in this course will complete a supervised teaching assignment in an elementary early childhood inclusive classroom setting. Here he/she will apply knowledge, skills, and dispositions of relevant educational theory to actual classroom situations while teaching and adapting strategies and interventions to meet the needs of all students, including those with disabilities. During this placement, the student will lead teach for the majority of the time. Prerequisite: ED 263 and ED 517.

**ED 690 Internship - Preschool: 1.5 semester hour**

This course provides successful candidates an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings. This internship will provide candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1-7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school. Course may be taken as a co-requisite with other Endorsement #189 courses, but it cannot be taken before taking other courses with the endorsement. Internship Hours: minimum of 50 clock hours in placement. Candidates must accumulate at least 400 hours throughout their four practicum courses in the graduate endorsement program.

***ED 691 Internship - Elementary: 1.5 semester hour***

This course provides successful candidates an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings. This internship will provide candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1-7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school. Course may be taken as a co-requisite with other Endorsement #189 courses, but it cannot be taken before taking other courses with the endorsement. Internship Hours: minimum of 50 clock hours in placement. Candidates must accumulate at least 400 hours throughout their four practicum courses in the graduate endorsement program.

***ED 692 Internship - Secondary: 1.5 semester hour***

This course provides successful candidates an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings. This internship will provide candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1-7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school. Course may be taken as a co-requisite with other Endorsement #189 courses, but it cannot be taken before taking other courses with the endorsement. Internship Hours: minimum of 50 clock hours in placement. Candidates must accumulate at least 400 hours throughout their four practicum courses in the graduate endorsement program.

***ED 693 Internship - Special Education: 1.5 semester hour***

This course provides successful candidates an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings. This internship will provide candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1-7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school. Course may be taken as a co-requisite with other Endorsement #189 courses, but it cannot be taken before taking other courses with the endorsement. Internship Hours: minimum of 50 clock hours in placement. Candidates must accumulate at least 400 hours throughout their four practicum courses in the graduate endorsement program.

***ED 698 Professional Development Credit: 1 semester hour***

1 - 2 day workshop or conference which is used for Graduate Credit.

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

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