
EDUCATION (ED)

Assistant Professor

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The central focus of the Rockhurst University Department of Education is to prepare teachers to have a solid background in their chosen fields of study, be knowledgeable and competent in the craft of teaching, and bring well informed perspectives to bear on educational policies and practices. Our aim is to develop educational leaders—teachers who are actively engaged in educational matters as reflective practitioners. The M.Ed. program calls upon students to analyze alternatives in curriculum, teaching methodology, and assessment and to consider the implications of such alternatives for a multicultural, democratic society. Through rigorous coursework and varied field experiences students acquire a deep understanding of, and special sensitivity to, the learning needs of school-aged children.

The M.Ed. program provides a broad range of educational experiences to prepare students to be effective classroom teachers. The program balances a focus on theoretical and practical concerns, and emphasizes the five dominant areas of teacher knowledge constituted in the M.Ed. core. Graduates of the program will be well prepared to assume a variety of educational roles in K-12 schools and to reflect critically and ethically on educational policies and practices. Persons completing this degree may also prepare for entry into doctoral programs in education.

M.Ed. students enroll in one of two tracks: The first track, consisting of a minimum of 34 graduate credit hours (and a minimum of three undergraduate credit hours), provides the necessary professional education coursework to meet initial teacher certification requirements in secondary education in the state of Missouri. The second track, consisting of a minimum of 32 graduate credit hours, provides for an emphasis in literacy studies in the contemporary world. Both tracks of the M.Ed. are oriented around a required core curriculum. This core curriculum aims to deepen students' understanding and sharpen students' expertise in five key areas pertaining to the work of teachers: 1) Context and Purpose; 2) Technique and Artistry; 3) The Learner; 4) Literacy; 5) Research and Inquiry. Consisting of rigorous traditional coursework, distance learning opportunities, and varied field experiences, the M.Ed. core curriculum ensures a consistency and continuity of experience and provides a broad foundation in the theoretical and practical matters involved in teaching and learning.

The M.Ed. program operates according to the general administrative policies governing Graduate Studies at Rockhurst University.

Admission to the Program

Entry requirements for the M.Ed. program area are as follows:

1. Completion of a baccalaureate degree at an accredited institution with a cumulative grade point average of 2.5 or higher on a 4.0 scale. Students are required to submit two copies of official transcripts of all college-level coursework.

2. Submission of two letters of recommendation by non-relatives who can speak to the candidate's potential to serve as a teacher
3. An application essay describing their prior educational experience and professional goals.
4. An interview with a panel of faculty members in the Department of Education.
5. Completion of all required application materials.

Admission to the program occurs on a rolling basis.

Additional information concerning the program and the application for admission to the program can be obtained from:

Office of Graduate Admission
 College of Arts and Sciences
 Rockhurst University
 1100 Rockhurst Road
 Kansas City, Missouri 64110-2561
 (816) 501-3590
<http://www.rockhurst.edu/3.0/admission/graduate>

Or you may email Graduate Admission directly at: graduate.admission@rockhurst.edu

Graduation Requirements

The Master of Education degree requires a cumulative grade point average of 3.0 or greater to graduate. Requirements for graduation consist of completion of a minimum of 34 graduate credit hours for Track One and 32 graduate credit hours for Track Two. In addition, students in Track One must take the three-credit undergraduate content methods course in the area for which they are seeking certification, and meet all other state general education and content area requirements in order to be recommended for certification, including passing the appropriate Praxis II examination.

All candidates for the M.Ed. will maintain an electronic Teacher Education Portfolio throughout their degree programs and submit this portfolio for formal evaluation at the completion of the program. A portfolio can be defined as "a collection of (an individual) student's work in different stages of development, which reveals strengths and concerns, and allows the student and teacher to evaluate progress." (Aregaldo, Clemmons & Lasse, 1995) This requirement is consistent with the State of Missouri's Department of Elementary and Secondary Education guidelines and standards.

The professional portfolio is an integral part of the Rockhurst University teacher education program, serving the following purposes:

- ◆ To provide information for self-assessment and program evaluation;
- ◆ To document teaching activities for students, parents, peers, and supervisors;
- ◆ To provide concrete examples for presentations and in-service education;
- ◆ To aid in the self-reflection process.

The goal of the portfolio is to provide an authentic representation of a student's work over time. The portfolio is linked to State of Missouri Teaching Performance Standards.

All M.Ed. students must successfully complete the portfolio and formally present the work to faculty examiners during the last semester of coursework, either in ED 7760 Literacy Practicum or ED 7900 Graduate Integrative Student Teaching Seminar. Portfolios are assessed on a pass/fail basis.

Core Curriculum

All students seeking the M.Ed. at Rockhurst University, regardless of particular track, will successfully complete the core curriculum for this degree. This core curriculum consists of at least 14 credit hours that cut across five essential areas of knowledge and skill required of teachers:

1. Context and Purpose;
2. Technique and Artistry;
3. The Learner;
4. Literacy; and
5. Research and Inquiry.

The M.Ed. core permits students the opportunity (except where certification requirements apply) to select among several courses that meet the requirement in a specific domain.

Context and Purpose

The ability to understand and articulate a coherent and defensible purpose for one's teaching is perhaps the most important, and least developed, skill among today's teachers. Possessing a deep awareness of the larger context—historical, philosophical, cultural, etc.—is absolutely essential in order for teachers to engage in such purposeful teaching. This domain of study is consistent with the standards for study in the foundations of education as expressed by The Council for Learned Societies in Education: "The objective of such study is to sharpen students' abilities to examine, understand, and explain educational proposals, arrangements, and practices and to develop a disciplined sense of policy-oriented educational responsibility. Such study develops an awareness of education and schooling in light of their complex relations to the environing culture." (*Standards for Academic and Professional Instruction in Foundations of Education, Educational Studies, and Educational Policy Studies*, Second Edition, 1996, p. 7-9).

Students choose one of the following courses to fulfill the core requirement in Context and Purpose:

ED 6010 (ED 4010)	Foundations of Education (3 credit hours)
IE 6450	Integrated Education: Educational History, Culture and Research A (3 credit hours)

Technique and Artistry

There should be no doubt that teaching is a highly practical activity, best learned while actually engaged in the practice of it. Indeed, one might well agree with Yale University Emeritus Professor Seymour Sarason who has argued that teaching is most appropriately understood to be akin to a performing art, aiming to both instruct and move students, and requiring distinct forms of education and experience in order to perfect one's artistry. (See Sarason, *Teaching as a Performing Art*, Teachers College Press, 1999). Like an art, teaching defies easy categorizations and reductionistic formulas, and as an art it requires rigor and precision and the adaptation of certain techniques to achieve intended affects. This domain encourages students to explore the techniques of teaching, understood within the context of teaching as an art.

Students choose one of the following courses to fulfill the core requirement in Technique and Artistry:

- ED 6030 (ED 4030) Technology and Education: Applications and Implications (3 credit hours)
ED 7710 The Teacher as Performer: Art and Technique in Classroom Practice (3 credit hours)

The Learner

“Rockhurst University is a Jesuit school, whose educational philosophy is rooted in the spirituality of the founder of the Jesuits, Ignatius of Loyola, who believed that God’s Spirit is constantly at work in all of creation and especially in every human being whose gifts and talents mirror the goodness and grandeur of God. Ignatius treated everyone with reverence and respect, and strove to bring forth each person’s best gifts.” (“The Mission, Values and History of Rockhurst,” *Rockhurst University 2002-2004 Catalog*). This domain of inquiry intends to reflect this goal by encouraging teachers to develop a sensitivity to the potential genius of every learner. Here contemporary psychological theory and research is brought to bear on how teachers might work to promote the specific learning needs of each student.

Students choose one of the following courses to fulfill the core requirement in The Learner:

- ED 6400 Advanced Psychological Foundations (3 credit hours)
ED 6450 Foundations of Special Education (3 credit hours)

Literacy

This domain is taken to be the cornerstone of all teaching. Here students are taught not only how to teach the skills of decoding to achieve some form of functional literacy, but to see the acquisition of literacy as a necessary precondition to authentic selfhood, emancipation, and social empowerment. Literacy is construed to represent the primary means by which the world is accessed and defined. One learns, to borrow a Freirean phrase, to read the “word and the world.” A wide variety of practical and theoretical matters pertaining to literacy are explored in this domain.

Students choose one of the following courses to fulfill the core requirement in Literacy:

- ED 6020 (ED4020) Fundamentals of Literacy Learning (3 credit hours)
ED 7730 Literacy and Critical Media Study (3 credit hours)

Research and Inquiry

Teachers, in order to be effective, must be adept researchers and they must be actively engaged in meaningful forms of inquiry. Moreover, teachers must have the capacity to critically examine various research claims and to assess the relative worth of such claims to understanding their own classroom practice and environment. Finally, in the midst of so many conflicting claims, teachers need to develop the ability to trust their own perspectives and judgments—to utilize what is sometimes referred to as “Verstehen”—with respect to the important pedagogical decisions they are called upon to make. This domain gives teachers experiences from which to sharpen their expertise in this key area.

Students choose one of the following courses to fulfill the core requirement in Research and Inquiry:

- ED 6150 Field Experiences and Action Research (3 credit hours)
IE 6451 Integrated Education: Educational History, Culture, and Research (3 credit hours)

Track 1

M.Ed. with Initial Teacher Certification in Secondary Education

This track provides professional education coursework leading to initial teacher certification to teach in grades 9 to12 in a specific content area. Rockhurst University is approved by the Missouri Department of Elementary and Secondary Education to recommend students for state certification in the following fields: business, English, French, mathematics, social science, unified science (biology, chemistry, and physics), and Spanish. Students seeking the M.Ed. with initial teacher certification in secondary education complete a minimum of 34 graduate credit hours, in addition to the state’s general education and content area requirements. Furthermore, students will be required to take the three-credit undergraduate content methods course in the area for which they are seeking certification (ED 3150, ED 3250, ED 3350, ED 3760, ED 3770, or ED 3850). Students must successfully pass the Praxis II examination for their respective content areas to be defined as a program completer and recommended for certification, although the Praxis II examination is not a requirement for degree completion.

Because each teaching field has course distribution requirements specified by the State, students will be advised by faculty in the various arts and science disciplines in order to ascertain needed course requirements in the content area.

Degree Requirements

- ED 6010 Foundations of Education* (3 credit hours)
ED 6020 Fundamentals of Literacy Learning* (3 credit hours)
ED 6030 Technology and Education* (3 credit hours)
ED 6150 Field Experiences and Action Research (3 credit hours)
ED 6400 Advanced Psychological Foundations (3 credit hours)
ED 6450 Foundations of Special Education (3 credit hours)
ED 6500 Curriculum, Methods, and Assessment in Middle and Secondary Education (3 credit hours)
ED 7850 Graduate Student Teaching in the Secondary School (10 credit hours)
ED 7900 Graduate Integrative Student Teaching Seminar (4 credit hours)

Total: 34 Graduate Credit Hours

*Cross listed as a 4000-level undergraduate course. Students can apply up to eight of these nine credit hours to the graduate degree.

Other Requirements Pertaining to Missouri Certification

Professional Requirements

- A Grade of “C” or better is required for all professional requirements.
- All content area courses and all Education courses preceding the student teaching semester must be completed before entering the student teaching semester.

Missouri Content Area Requirements

- All content area course work not taken at Rockhurst must be reviewed for consistency with state certification requirements by the Chair (or the Chair’s designee) of the relevant Rockhurst University Department. Education courses from other institutions are generally not accepted. Exceptions are decided on a per case basis.

- Students are required to achieve a “C” or better in all Education courses and all content area courses.

The Praxis Series Exam

Students must pass the appropriate Praxis II Specialty Area Test for Missouri Certification.

Definition of Teacher Education Program Completer

Students seeking the Master of Education degree with Secondary Certification will be construed to be “program completers” upon successful completion of all program requirements and upon successfully passing the Praxis II Specialty Examination for their respective area as determined by the state of Missouri.

Fingerprint Requirements

The State Board of Education requires FBI criminal history background checks, including fingerprints, prior to the awarding of initial teacher certification in Missouri.

Track 2

M.Ed. with Emphasis in Literacy Studies

Students seeking the M.Ed. with emphasis in literacy studies will complete a minimum of 32 graduate credit hours. This is not a certification program and students are given considerable latitude in selecting courses among the literacy offerings and other education electives to fulfill degree requirements. This track is aimed at meeting the needs of teachers who already possess teacher certification at the elementary, middle, or secondary level and are seeking to deepen their understanding of literacy. This track is especially designed for students looking for a serious study of the practical and theoretical implications of literacy in the contemporary world.

Degree Requirements

Core: (14-15 credit hours)

Context and Purpose:

- ED 6010 Foundations of Education* (3 credit hours) **or**
 IE 6450 Integrated Education: Educational History, Culture and Research A (3 credit hours)

Technique and Artistry:

- ED 6030 Technology and Education* (3 credit hours) **or**
 ED 7710 The Teacher as Performer: Art and Technique in Classroom Practice (3 credit hours)

The Learner:

- ED 6400 Advanced Psychological Foundations (3 credit hours) **or**
 ED 6450 Foundations of Special Education (3 credit hours)

Literacy:

- ED 6020 Fundamentals of Literacy Learning* (3 credit hours) **or**
 ED 7730 Literacy and Critical Media Study (3 credit hours)

Research and Inquiry:

- ED 6150 Field Experiences and Action Research (3 credit hours) **or**
 IE 6451 Integrated Education: Educational History, Culture, and Research B (3 credit hours)

*Cross listed as a 4000-level undergraduate course. Students can apply up to eight of these nine credit hours to the graduate degree.

Required Literacy Courses: (9 credit hours)

- ED 6700 Methods of Diagnosis and Instruction for Remedial Reading (3 credit hours)
 ED 7720 Assessing Reading and Writing from Birth through Adult (3 credit hours)
 ED 7760 Literacy Practicum (3 credit hours)

Literacy Elective Courses: (6 credit hours)

- ED 6710 Teaching Literacy to the Reluctant, Struggling, and Learning Disabled Student (3 credit hours)
 ED 6720 Improving Comprehension: Developing Strategic Readers (3 credit hours)
 ED 7730 Literacy and Critical Media Study (3 credit hours)
 ED 7740 Exploring Literacy in the Bilingual Learner (3 credit hours)
 ED 7750 Family Involvement and the Development of Literacy (3 credit hours)

General Education Elective: (3 credit hours)

Students will choose from among any graduate-level course.

Total: 32 Graduate Credit Hours

Course Descriptions

ED 6010 (ED 4010). Foundations of Education(3)

The purpose of this course is to highlight the interpretive, normative, and critical perspectives on education. Construing education broadly to include both school and non-school enterprises, the course aims to deepen students’ awareness of the social context and social implications of various educational activities. The course draws largely from the disciplinary lenses provided by the social sciences and the humanities, encouraging students to develop their capacities to examine, understand, and evaluate educational policies and practices. *(This course also meets the required Foundations of Education course for students in the communication sciences and disorders program.)* The graduate level course requires independent accelerated additional coursework appropriate for the graduate level. Certification Course.

ED 6020 (ED 4020). Fundamentals of Literacy Learning (3)

This course examines the process of lifelong literacy from birth to adulthood. In-depth reading and

writing instruction on strategies used by proficient readers are developed to help students gain success in their meaning-making ability and to become linguistically empowered. Diverse forms of literacy are investigated. An inquiry based approach to content areas focuses on using the four language cueing systems to transact meaning by reading, writing, speaking, listening, mediating, and viewing. This approach is presented within the context of how to build a community of literate learners in today’s society through a literature-rich reader’s and writer’s workshop. *(This course also meets the required reading course for students in the communication sciences and disorders program.)* The graduate level course requires independent accelerated additional work appropriate for the graduate level. Certification Course.

ED 6030 (ED 4030). Technology and Education: Applications and Implications (3)

This course introduces students to the practical applications of computer technology in education. Students will develop proficiency with a wide range

of software applications and examine and evaluate educational software programs. Emphasis is placed on the use of the Internet in the classroom. Students will also examine emerging information technologies that show promise in the field of education and explore how these technologies might be of assistance in meeting the needs of diverse learners. Students will examine the requirements for the pre-service electronic teacher education portfolio and use software programs to create the framework for their portfolio. The graduate level course requires independent accelerated additional work appropriate for the graduate level. Certification Course.

ED 6150. Field Experiences and Action Research (3)

This course will engage students in an investigation of the culture of schooling and a critical examination of educational research. The purposes of the class include analysis of schooling through observation, interview, and qualitative study. Students will study how teachers organize classrooms, how they interact with students, how they strategize for student learning, how they make decisions, how they plan lessons and units, how they assess student learning, and how they augment their own knowledge through staff development and action research. Students in this course will also learn qualitative research methodologies, especially observation and interview techniques. A significant amount of time is spent in diverse school settings. Certification Course.

ED 6400. Advanced Psychological Foundations (3)

An examination of contemporary theory, research, and practice on the nature and process of learning. The course explores the biological and cultural factors influencing the patterns of physical, emotional, social, cognitive and moral development in students from early childhood through adolescence. The application of this understanding to the classroom (especially as this understanding pertains to classroom management, assessment, and instructional design) is emphasized. Certification Course.

ED 6450. Foundations of Special Education (3)

Provides an overview on the theoretical and practical issues facing special education. The course explores issues pertaining to learning disabilities and exceptionalities as they relate to students from the early childhood years through adolescence, and discusses the impact of a variety of exceptionalities upon learning and the learning environment. Topics include assessment, pedagogical intervention, legislation, curriculum, and technology as they apply to special education. Certification Course.

IE 6050. Integrated Education: The Craft of Integrated Teaching A (3)

In this course teachers consider selected works of

significant philosophers, learning theorists, and educational thinkers who have advocated types of integrated learning. In order to integrate this course with their humanities core courses, students are given an opportunity to investigate the epistemological contributions of some major thinkers in Western and American Cultures. The four main purposes of this strand are: 1) to experience the historical depth and breadth of interest in integrated learning and teaching; 2) to investigate various types of integration suggested by philosophers, learning theorists, and educational thinkers; 3) to learn to visualize integrated learning and teaching as an outgrowth of theory; and finally 4) to realize the potential relationship between the study of humanities and the Jesuit goal of developing well-rounded and integrated human beings. Some suggested educational thinkers to be considered in this course include: Plato, Aristotle, Rousseau, Pestalozzi, Locke, Kant, Montessori, Dewey, Piaget, Vygotsky, Bruner, Gilligan and Gardner.

IE 6051. Integrated Education: The Craft of Integrated Teaching B (3)

In this course teachers perfect the craft of designing, developing, and implementing integrated curricula specifically using a constructivist approach. Teachers learn to integrate constructivist theory and practice. More specifically teachers learn pedagogical strategies for designing and organizing thematic curricula, student projects, and activities; these strategies, in turn, prepare them for the critical application papers they write in their thematically integrated humanities courses. Additionally, they consider the integrative possibilities of various classroom approaches, including technological applications such as the Internet, World Wide Web, and E-mail. A major focus of this strand is the formulation of a plan for a final project.

IE 6450. Integrated Education: Educational History, Culture and Research A (3)

This course is a chronological course highlighting main currents and events in the history of American education as well as the historical relationships among education, culture, gender, and various cultural groups. Suggested groups include Native Americans, Euro-Americans, African-Americans, Hispanic Americans, and Asian Americans. A major emphasis of the course is on the role of culture in contemporary education. Suggested authors include Jerome Bruner and Young Pai and critical theorists such as Paulo Friere and Henry Giroux. Additional topics include multicultural education and cross-cultural global education.

IE 6451. Integrated Education: Educational History, Culture, and Research B (3)

This course focuses on educational research methodologies. This strand introduces teachers to the epistemological connections among the humanities, select social sciences, and qualitative

educational research. Teachers are introduced to educational ethnography as a tool to understand student cultures and learn to do action research or practical inquiry. Through action research, teachers learn how to generate knowledge about their own curricula, teaching, and schools—knowledge which can be used to improve and reform teaching practice. As classroom researchers, teachers integrate research and teaching in their own professional lives. Additionally, teachers familiarize themselves with current evaluation and assessment strategies appropriate for assessing integrated teaching and learning.

IH 6000. Integrated Humanities: Western Cultures (3)

An intensive study of the development of western cultures with selections from a variety of areas, including but not limited to classical Greece, the Renaissance, the Enlightenment, and the Modern Age, presented in an integrated fashion from the areas of history, literature, and fine arts. Major figures, works, movements, and events which characterize the unfolding of western culture are studied as a way to comprehend the role of the humanities in understanding the western world and the men and women who have inhabited it. Gender, class, racial and ethnic issues are considered. Team-taught by faculty from three disciplines, the course utilizes an interdisciplinary model as an approach to the subject matter.

IH 6310. Apollo and Dionysus: The Rational-Irrational Dichotomy (3)

A definition of the cerebral/emotional polarity as evidenced in literary and historical texts, this course examines the interaction among representative works and events from three periods: Ancient Greece, the Middle Ages, and the Renaissance.

IH 6320. Historical Change and Literary Response: Transformation and Metamorphosis of American Society as Theme (3)

This course examines the theme of historical change and the role of literary figures and intellectuals in regard to the consequent societal change. The context for this examination is the United States during the Pre-Civil War Era, as it affects the incipient plurality of voice arising from the insertion of the feminine, black, and other ethnic consciousness upon the developing American identity, from both an historical and a literary point of view. This course looks at the foundations and development of American society between the years 1812 and 1860—an era of intense, significant, and accelerated changes and disruptions that climaxed with a civil war.

IH 6330. Identity: Self, Culture, and Environment (3)

This interdisciplinary course will explore the theme of identity in a variety of historical and literary

contexts. The literary text will serve as a location in which to explore complex relationships between people and their environments including such factors as family, age/life cycle, class, gender, the ecosystem, community, language, nationality and ethnicity. Historical context anchors the study of social forces and helps display the dynamic character of culture and environment.

IH 6350. Neo-Classic & Romantic Variations on a Perennial Theme: Authority vs. Individual Will (3)

This course proposes to compare and/or contrast Neo-Classic and Romantic variations on the perennial theme of authority vs. individual will. The primary focus will be on British literary texts from these two periods and the various permutations of the central theme, e.g., in the contrast between the legal rights of individuals and the demands of government, in the tensions between tradition and innovation, in male/female relations in and out of marriage, etc. In addition, this course integrates the art, history, and literature of France, along with music and literature from Germany. The Primary and Collaborative Faculty will be integrating the different disciplines and, thus, modeling the methods that the student will be asked to emulate.

IH 6400. Integrated Humanities: American Cultures (3)

Within a chronological framework, this course presents an intensive overview of a variety of American cultures such as Native American, Euro-American, Hispanic American, African American, and/or Asian American. The experiences and expressions of men as well as women are highlighted. This course provides both cultural integration and disciplinary integration through the use of history, literature, and fine arts. Teachers learn how various approaches to the study of these American cultures, a perspective which is valuable in teaching changing student populations. Periods covered might include the colonial (circa 1700 or before), revolutionary America, the Civil War era, Industrialization/Gilded Age, and 20th Century United States. The course utilizes an interdisciplinary model as an approach to the subject matter.

IH 6880. Independent Project (2)

The project is an independent study related to the teaching of humanities in a pre-collegiate setting. The focus of the project is to be determined by students in consultation with Rockhurst humanities and education faculty. Opportunities to develop the project are integrated into each session of the entire program. Projects might take the form of curriculum design and development, action research, or an intensive further study of a particular subject for future use in humanities instruction.

ED 6500. Curriculum, Methods, and Assessment in Middle and Secondary Education (3)

This course will explore the intersection of theory and practice as it pertains to middle and secondary school classrooms. Specific topics of inquiry will include concept attainment, assessment, adolescent development and youth culture, classroom management, pedagogical techniques, content standards, and the nature of the disciplines as they apply to understanding the middle and secondary school experience. Certification Course.

ED 6700. Methods of Diagnosis and Instruction for Remedial Reading (3)

The course focuses on ways to individualize instruction for diverse needs of students and adults, who have difficulty reading and understanding texts necessary to school, work, civic life, or personal enjoyment. Graduate students will review research on ways to support struggling readers and instructional strategies to develop fluency, comprehension, and word analysis strategies (including phonics). The course includes a practicum, in which graduate students plan, teach and evaluate the effectiveness of strategy instruction by documenting readers' progress in literacy development.

ED 6710. Teaching Literacy to the Reluctant, Struggling and Learning Disabled Student (3)

This course provides reading and writing strategies focused on the social, linguistic, and transactional views of language education. The critical issues surrounding the "struggling reader and writer" will be examined, particularly as they relate to the social and cultural context and influence on literacy acquisition.

ED 6720. Improving Comprehension: Developing Strategic Readers (3)

This course focuses on ways to enhance reading comprehension for elementary and secondary students. Graduate students will review research on comprehension development and examine instructional approaches and contexts that facilitate thoughtful understanding of narrative and expository texts. Graduate students will engage in a classroom inquiry project using research principles to guide comprehension instruction.

ED 7710. The Teacher as Performer: Art and Technique in Classroom Practice (3)

This course is modeled on the kind of education and training typically associated with the development of the performing artists, e.g., actors, musicians, dancers, etc. The practical emphasis of this course encourages students to hone the craft of teaching, while it encourages students to develop an understanding of the rich dynamics of classroom experience and the diverse needs of audiences. Students engage in improvisational and structured activities to sharpen and expand their repertoire of teaching techniques. Various method-

ological approaches to teaching and learning are explored, and strategies for imparting various forms of knowledge and experience are considered.

ED 7720. Assessing Reading and Writing from Birth through Adult (3)

Graduate students examine research on factors that influence reading and writing development, including cultural and linguistic diversity, and methods of assessing and reporting reading and writing development. Standardized and authentic assessments are evaluated and implications of testing practices are considered. Graduate students will evaluate literacy development of individuals and write reports that demonstrate their understanding of literacy development and the assessment instruments. Benchmarks for stages of literacy development from emergent literacy throughout school grades, and adult basic literacy will be discussed. Prerequisite: ED 6020.

ED 7730. Literacy and Critical Media Study (3)

Examines perspectives from social theory, communications, history, and philosophy for their relevance in teaching critical media literacy. Topics include the effects of the mass media on learning and other social behavior; the educational implications of an image culture; instructional approaches to media literacy for secondary, middle, and elementary students; the role of the mass media in shaping public perceptions about schooling, teachers, and school reform.

ED 7740. Exploring Literacy in the Bilingual Learner (3)

Various theoretical approaches to understanding literacy acquisition and development in the bilingual learner will be explored. Practical strategies will be developed to aid the literacy learner in two or more languages.

ED7750. Family Involvement and the Development of Literacy (3)

With a general focus on the family as an important site of early literacy acquisition and development, educational strategies and resources will be explored to clarify the goals of reading and writing instruction. Teaching techniques to aid parents and children to create personal and shared literacy opportunities will be discussed.

ED 7760. Literacy Practicum (3)

This course will be oriented around supervised practicum experiences at the early childhood, elementary, middle, secondary, or adult level. Students will gain experience in assessing and remediating learners needing support in literacy acquisition. The portfolio is submitted, presented, and evaluated during this course. Prerequisite: ED 6020, ED 6700, and ED 7720.

ED 7850. Graduate Student Teaching in the Secondary School (10)

Students serve as interns in local schools and work closely with cooperating teachers to experience firsthand responsibility for planning and implementing instruction in their major content fields. Application for student teaching must be made by October 1 for the spring semester and by March 1 for student teaching in the following fall semester. This course is part of the professional semester. Fee. Certification Course.

ED 7900. Graduate Integrative Student Teaching Seminar: Classroom Planning, Management, and Assessment (4)

This graduate course is taken in conjunction with the student teaching experience. A range of problems encountered by teachers (e.g., classroom management, planning issues, professional ethics, etc.) are explored in a seminar setting. The portfolio is submitted, presented, and evaluated during this course. Certification Course.

OCCUPATIONAL THERAPY (OT)

Professor

Jane P. Rues, Ed.D., OTR, FAOTA

Associate Professor

Robin E. Bowen, Ed.D., OTR, FAOTA

Linda Nobles, M.S., OTR

Susan B. Young, M.A., OTR, FAOTA (Chair)

Assistant Professor

Janis Davis, M.A., OTR

Kris Vacek, OTD, OTR

Instructor

Kim Vemmer, OTR

Occupational therapy is a health care profession that uses "occupation" or purposeful activity to help people with physical, developmental, or emotional disabilities lead independent, productive, and satisfying lives. Today's therapists work in a variety of settings including clinical practice, administration, education, research, and private practice.

The Rockhurst University Occupational Therapy Education Program (OT Program) combines a strong foundation in the liberal arts and sciences with a professional master's curriculum to prepare students to perform the services of occupational therapists and to function as competent members of the health care team.

An interdisciplinary perspective strengthens and broadens the study of factors that impact occupational performance across the lifespan. Optimum function and productivity in occupational roles of work, play, leisure and self-care are enhanced through an emphasis on critical thinking, problem solving and ethics. These themes, integrated throughout the curriculum, culminate in the student's ability to clinically reason in a complex, changing health care system.

The OT Program will prepare competent, reflective practitioners who are able to evaluate, treat and provide consultation to persons whose abilities to cope with the tasks of daily living are threatened or impaired by developmental deficits, the problems of aging, physical illness or injury, or psychological and social performance deficits. Since the primary focus of occupational therapy is the development of adaptive skills and performance capacity, emphasis is on factors that promote, influence, or enhance performance.

The OT Program is accredited by the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association, located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220; (301)-SAY-AOTA. Graduates of the Program will be able to sit for the National Certification Examination for the Occupational Therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be