
GRADUATE PROGRAM IN SECONDARY EDUCATION: PEDAGOGY AND PRACTICE

PROGRAM PHILOSOPHY AND CONTENT

Teaching is more than an art and a science. A teacher provides opportunity for his or her students to develop knowledge and skills. A great teacher models creativity and positive interaction to mold the minds of his or her students in an effort to build a better community.

The Master of Science in Secondary Education: Pedagogy and Practice program offers graduate-level coursework for both individuals already certified as secondary education teachers, as well as those with bachelor degrees in fields other than secondary education who wish to pursue secondary certification in biology, chemistry, Earth science, English, math or social studies.

This urban-based program focuses on the pedagogical links of teaching as art, science and social justice, as well as teaching as theory, research and practice. Coursework will be offered in educational research, foundations, learner diversity, cross-curricular best assessment and teaching practices, as well as content specific teaching methodologies in English, math, science and social studies.

To obtain the M.S. in Secondary Education: Pedagogy and Practice at Mercyhurst, the graduate student must complete a minimum core of 33 graduate hours of study. The required 11-course program can be completed in 24 months (full-time), or 30-36 months (part-time).

A 14-week of student teaching experience (EDSE 675) is required for students seeking certification in a content specific urban

secondary program. Students entering the program already certified in secondary education are required to complete a 240-hour internship (EDSE 673) in a content-specific secondary educational placement.

SECONDARY EDUCATION: PEDAGOGY AND PRACTICE DEGREE REQUIREMENTS

Core courses

EDSE 500	Foundation of Pedagogy and Practice
EDSE 502	Educational Research
EDSE 521	Psychology of Diverse Learners 7-12
EDSE 522	Inclusive practices 7-12
WL101	Culturally and Linguistically Diverse Learners
EDSE 601	Critical Teaching Strategies
EDSE 602	Curriculum and Instruction (Mathematics)
EDSE 603	Curriculum and Instruction (Science)
EDSE 604	Curriculum and Instruction (English)
EDSE 605	Curriculum and Instruction (Social Studies)
EDSE 610	21st Century Literacies
EDSE 635	Leadership in Urban Education
EDSE 665	Clinical II Experience (non-certified)
EDSE 673	Internship: Clinical II experience (already certified)
EDSE 675	Student Teaching: Secondary Education (Capstone Clinical experience) (non-certified)
EDSE 676	Thesis: Secondary Education
EDSE 677	Research-based Project: Secondary Education

SECONDARY EDUCATION CORE COURSE DESCRIPTIONS

EDSE 500 Foundation of Pedagogy and Practice 3 credits

This course will introduce students to the role of teaching as science, art, and social justice in urban middle and high schools. Topics include theory and application of critical pedagogy, the role of teacher as educational leader, the interconnectedness of school and community in the urban context, and the application of inquiry-based learning leading to pedagogy of risk-taking. Includes a 15-hour Clinical I experience.

EDSE 502 Educational Research 3 credits

This course will examine the multiple facets of educational research across diverse school populations. Emphasis is placed on understanding, conceptualizing, applying and critically analyzing such research methodologies as descriptive and meta-analytical. Special emphasis

will be placed on the analysis, strategies, tactics and application of single subject experimental research methodologies. Students will learn to critically evaluate published educational literature.

EDSE 521 Psychology of Diverse Learners 3 credits

This course provides an overview of the psychology of learning, motivation, growth and development, personality dynamics and social adjustment with emphasis on the diversity of learners in today's classrooms. It satisfies the Pennsylvania Department of Education special education requirement.

EDSE 521 Psychology of Diverse Learners 7-12 3 credits

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on the diversity of learners in today's classrooms. It satisfies the Pennsylvania Department of Education special education requirement.

EDSE 522 Inclusive Practices 7-12 3 credits

This course addresses issues related to the inclusion of students with disabilities into general education classrooms and programs through policy, research and practice. Participants will be given an opportunity to explore and develop their personal philosophy toward inclusion and collaboration in schools and communities. Participants will learn tools for collaboration, instructional strategies, assessment, and curriculum design, which will allow them to educate students with exceptionalities in the general education classroom dealing with grades 7 through 12. Practicum required.

Prerequisite: EDSP 521

WL101**Culturally and Linguistically Diverse Learners**

This course satisfies the Pennsylvania Department of Education requirement for all graduate secondary education majors, provides the knowledge, skills and dispositions that enable 7-12 teachers to facilitate learning among students from various linguistic and cultural backgrounds. Specifically, the course will (1) explore variations in personality, educational background, social class, ethnicity, national origin, language and culture;(2) analyze the issues of race, racism, and culture in historical and contemporary perspectives, (3) explore strategies for teaching multicultural and multilingual English language learners in 7-12 settings, and (4) identify obstacles to participation in the educational process by diverse cultural and ethnic groups. Includes a Clinical I experience.

EDSE 601**Critical Teaching Strategies
3 credits**

The purpose of this course is to critically examine curriculum design and instruction for the 21st century urban middle and high school. The course will require students to analyze and develop standards-based instructional units, paying close detail to academic rigor, instructional decision-making, and urban educational theory. Includes a 30-hour Clinical II experience.

EDSE 602/603/604/605**Curriculum and Instruction –
Mathematics or Science or English or
Social Studies (content specific)
3 credits**

The purpose of this course is to critically examine curriculum design and instruction for the 21st century urban middle and high school specific to the fields of mathematics (EDSE 602), science (EDSE 603), English (EDSE 604), and (EDSE 605) social studies. The course will require students to analyze and develop standards-based instructional units, paying close detail to academic rigor, inquiry-based learning and instructional decision-making as they pertain to the fields of English, mathematics, science and social studies. Taken in tandem with Clinical II experience (formerly Directed Urban Field Experience).

EDSE 610**21st Century Literacies**

The purpose of this course is to equip the secondary teacher candidate with expertise in current technology as an assistive learning tool and to explore the integration of literacy across disciplines as well as prepare content area teachers to support, accommodate and coach students with disabilities in develop content specific reading and to use these strategies to improve literacy for all students on content areas in grades 7-12. Prerequisite: EDSP 521 and EDSP 522. Includes a 30-hour Clinical II experience.

EDSE 635**Leadership in Urban Education
3 credits**

This course explores theories and analysis of the state of urban education and the behavior of leadership as change agent. Topics include current models of urban reform, variables unique to urban education, examples of effective practices for diverse populations, critical pedagogy, school measurement and accountability, and building leadership capacity.

EDSE 665**Clinical II (formerly Directed
Urban Field Experience)
3 credits**

This field experience represents the first extensive internship of the program. Students, working in urban settings, will tutor individual students as well as teach in small and large groups settings. Students will assist in assessment, instructional planning and mathematics/science lab design and teaching. Weekly seminars will bring students and mentor together with faculty to critically examine weekly progress. Includes a 120-hour Clinical II experience.

EDSE 673**Internship: Secondary Education
(for certified teachers only)
3 credits**

Designed for the individual who already holds PA certification, this internship represents a 240-hour experience in an urban setting. Components of the internship include assessment, instructional planning and teaching, classroom management, problem solving, and leadership centered on a mentorship-reflective model.

EDSE 675**Student Teaching: Secondary Education
6 Credits**

This experience is designed to prepare students to assume full teaching responsibilities under the mentorship of secondary supervision in an urban setting. Students seeking secondary education certification who hold no teaching certificate are required to complete a 6-credit (360 hours) Clinical III teaching experience in a middle or secondary school. Students seeking secondary education certification who already hold another level of teaching certification must complete a 3-credit (180 hour) Capstone Clinical experience in secondary education in the target certification area.

EDSE 676**Thesis
3 credits**

This capstone course provides an opportunity for students to engage in scholarly research to develop a research project that establishes a strong qualitative or quantitative project that may be theoretical or applied in nature. A strong literature review, detailed analysis, scholarly insights and defense of conclusions is required. Prerequisite: EDSP 502 Educational Research. Research must be approved by the program director prior to initiating the research. Any Institutional Review Board applications must also be initiated through the program director.

EDSE 677**Research-based Project
3 credits**

This capstone course may be substituted for the thesis requirement. It provides an opportunity for students to engage in site-based research in local schools where students will engage in after school programming and research for urban schools in the area. Prerequisite: EDSP 502 Educational Research. Research – based Project must be approved by the program director prior to engaging in the site-based the research. Grant writing is a component of this research-based project. Any Institutional Review Board applications must also be initiated through the program director.